IMPROVING THE STUDENTS' PRONOUNCIATION THROUGH HOMOPHONE GAMES AT VII GRADE OF MTs NEGERI 1 DELI SERDANG

SKRIPSI

Submitted to Faculty of Tarbiyah and Teacher Training of State Islamic University North Sumatra Medan as a Partial Fulfillment of the Requirements for the Degree of S-1 Program

BY:

MARINA

NIM. 34.14.3.059

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN

2019

SURAT PENGESAHAN

Skripsi yang berjudul : "Improving The Students' Pronounciation Through Homophone Games At VII Grade Of MTs Negeri 1 Deli Serdang" oleh Marina, yang telah dimunaqasyakan dalam sidang munaqasah Sarjana Strata (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal:

8 Juli 2019 M
5 Dzulqaidah 1440 H

dan telah diterima sebagai persyaratan untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan.

Panitia Sidang Munaqasyah Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan UIN SU Medan

Ketua

Sekretaris

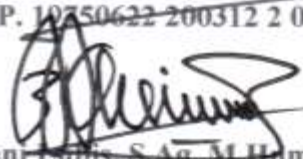Dr. Sholihatul Hamidah Daulay, M.Hum
NIP. 19750622 200312 2 002

Maryati Salmiah, S.Pd., M.Hum
NIP. 19820501 200901 2 012

Anggota Penguji

1. Dr. Sholihatul Hamidah Daulay, M.Hum
   NIP. 19750622 200312 2 002

2. Dr. Abdillah, M.Pd
   NIP. 19680805 199703 1 002

3. Yani Lubis, S.Ag, M.Hum
   NIP. 19700606 200003 1 006

4. Drs.H.Achmad Ramadhan, M.A
   NIP. 19660115199403 1 002

Mengetahui
Dekan Fakultas Ilmu Tarbiyah dan Keguruan

Dr. Amiruddin Siahaan, M.Pd
NIP. 19601006 199403 1 002

IMPROVING THE STUDENTS' PRONOUNCIATION THROUGH HOMOPHONE GAMES AT VII GRADE OF MTs NEGERI 1 DELI SERDANG

THESIS

Submitted to Faculty of Tarbiyah and Teacher Training of State Islamic University North Sumatra Medan as a Partial Fulfillment of the Requirements for the Degree of S-1 Program

BY:

MARINA

NIM. 34.14.3.059

Approved By:

Advisor I

Dr. Abdillah, M.Pd
NIP.19680805 199703 1 002

Advisor II

Dr. Solihatul Hamidah Daulay, S.Ag, M.Hum
NIP. 19750622 200312 2 002

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
MEDAN
2019

Medan, 04 Juli 2019

Number   : Istimewa

Perihal   : Skripsi

a.n MARINA

Kepada Yth :

Bapak Dekan FITK

UIN-SU

di-

MEDAN

Assalamualaikum Wr.Wb.

Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya terhadap skripsi mahasiwi **a.n.** MARINA yang berjudul :

"IMPROVING THE STUDENTS' PRONOUNCIATION THROUGH HOMOPHONE GAMES AT VII GRADE OF MTs NEGERI 1 DELI SERDANG"

Maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi syarat- syarat untuk mencapai gelar Sarjana Pendidikan (S.Pd) pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.

Demikianlah kami sampaikan, atas perhatian Bapak kami ucapkan terima kasih. Wassalamualaikum Wr.Wb.

Advisor I

Dr. Abdillah, M.Pd
NIP.19680805 199703 1 002

Advisor II

Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum
NIP. 19750622 200312 2 002

PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini:

Nama : Marina

NIM : 34143059

Jur/Prodi : Pendidikan Bahasa Inggris

Judul : **"Improving The Students' Pronounciation Through Homophone Games At VII Grade Of Mts Negeri 1 Deli Serdang"**

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan – ringkasan yang semuanya telah dijelaskan sumbernya. Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar dan ijazah yang diberikan batal saya terima.

Medan, 04 Juli 2019

Yang Membuat Pernyataan

MARINA
NIM.34143059

ABSTRACT

This research was intended to find out theuse of Homophone Game Techniqueto increase students' pronounciation mastery. In constructing this research, the researcher applied the classroom action research, which was carried out through four steps. They were plan, action, observation, and reflection. The subjects of this study were 30 students at sevent grade students of MTs Negeri 1 Deli Serdang in 2017/2018 academic year.

The data of this research were presented through qualitative and quantitative data. The qualitative data were taken from observation checklist, interview, diary note, and documentation; while the quantitative data were taken from vocabulary test.

The result of students' score shows that the students' average score keep improving in every test. The students' average score in pre-test was 60,8, There were 8 students (26,6%)who passed the Minimum Mastery criterion (75). In the post test in cycle I, there was 16 students (53,3%) who passed the score75 or up to 75 considered their mean score of test was 74,6, In the post test in cycle II there was 24 students (80%) who passed the Minimum Mastery criterion (75) considered their mean was 81,5.Based on the quantitative data above, it can be seen that the students' score showed the improvement from the first to the last test.

Furthermore,the qualitative data showed that all the learning activities gave contributions not only improved the students' pronounciation mastery but also the students' interest, self-confidence enthusiasm, and motivation. Hence, It can be concluded that the use of Homophone Game techniques can increase the students' pronounciation.

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

In the name of Allah, the beneficient, the merciful.

Praise be to *Allah*, the cherisher and Sustainer of the world, who has given the writer many things such as chance to learn, strength, motivation, and guidance for the writer, therefore this paper can be finished thoroughly. Peace and blessing be upon to Prophet Muhammad SAW, his families, his relatives, and all followers.

This thesis is written to fulfill one of the requirements to obtain the S-1 program at English Department of Faculty of Tarbiyah Science and Teachers Training, State Islamic University of North Sumatera (UIN SU).

In finding the research, I have encountered some difficulties such as collecting the references, finding the data and especially in analyzing the data. I realized that without much help from numerous people, this this thesis wouldn't finish effectively. That's why obviously I would like to thanks to the following people:

1. My beloved Mother Wantina, who always given me advices, suggestions, and spirits, so that I can finishing this final task and also their prayer as the greatest power on this earth that makes me easy to do this thesis, big thanks for your endless love.

2. Dr. Abdillah, M.Pd and Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum as my advisors who have guided me and given me advices and suggestions in writing this thesis.

3. Prof. Dr. Saidurrahman Harahap, M.A as the rector State of Islamic University of North Sumatera (UIN SU).

4. Dr. Amiruddin Siahaan, M.Pd as a Dean of Faculty of Tarbiyah Science and Teachers Training Statee of Islamic University of North Sumatera and all of the administration staff.

5. Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum as head master of English Department for the facilities that given to me during the completion this thesis.

6. For all of lecturers in Faculty of Tarbiyah Science and Teachers Training State Islamic University of North Sumatera, especially in English Department.

7. My beloved sisters and Brother, Eri Pradana, Krirtina Ma'u, Reva Elysabet and all of my big family who always pray me to success, especially grand father Sajiman Pokarto, grand mother Misnah, my Fathers' Poniman and Remon.

8. My beloved Friends in PBI (2014), and all pbi -IV as my inspiration in learning, my favorite hello and my hardest good bye, always support, and pray each other. See you on the top guys!

Finally, the writer realizes that this paper is far from being perfect and to suggestion and correction. It is a great pleasure for the writer to receive critics and suggestions in developing this research and it will has some values for the writer and for a better thing in the future. Hopefully this thesis may give the advantages for all.

Medan, 04 Juli 2019

MARINA
34.14.3.059

TABLE OF CONTENT

Page

LIST OF TABLES

LIST OF FIGURE

Figure	Title	Page

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. Background

In English language teaching, there are four language elements namely: structure, vocabulary, pronunciation and spelling. Those elements are though in order to develop the students" skill in the language learning. One second of them should be noticed is pronunciation is considered difficult element method that can be applied in learning pronunciation.

The researcher has observation that in junior high school students are lack of pronunciation, states that the pronunciation means knowledge of knowing to produce word which is very essential in oral communication. When speakers mispronounce some words or phrases, people can be misunderstanding. To reduce it, the teacher must equip the learner with English certain degree accuracy and fluency in understanding, responding and in expressing himself in the language in speech in other the learners communicatively in using the language.

The specific characteristic of English learners who categorized as a good and successful oral skill developer is those who have a good pronunciation of English consonant and English vowel. A good pronunciation of English consonant and English vowel suggested is a consonant and vowel of pronunciation that sounds like native speaker. Therefore, it is necessary for English learners to have a good pronunciation to support them to be good speaker.

Due to the problem above, most of the result indicates that the students have low ability in pronunciation included the students of the second year MTs Negeri 1 Deli Serdang. Based on the researchers" observation, she got that the students still have much difficulty when they are asked to pronounce especially English vowels. Besides that, based on the students" mean score is still low.

There are many interesting media that can be applied to serve the pronunciation in the class; one of them is Homophone Game. With the reason that games offer students a fun-filled and relaxing learning. After learning and practicing new vocabulary, students have the opportunity to use language in a non-stressful way.

Game also motivate students to introduce an element of competition into language-building activities. This provides valuable impetus to a purposeful use of language. In other words, these activities create a meaningful context for language use. Most students who have experienced game-oriented activities hold positive attitudes towards them.

Homophone Game are a natural follow on from the homophone dictation and can be used to help the students to practice and remember homophones. A homophone is a word that is pronounced the same as another word but differs in meaning. The words may be spelled the same, such as rose (flower) and rose (past tense of "rise"). So that they are pronounced the same but have different meanings. A homophone is a type of homonym, although sometimes homonym is used to refer only to homophones that have the same spelling but different meanings.

Based on the explanation above the writer would like to take a class action research under the title of "Improving the Students" Pronunciation through Homophone Game (A Classroom Action Research at MTs Negeri 1 Deli Serdang)".

Speaking is one of four skills in language that have to be master by the students. Besides writing, reading, and listening. It can be tool for the students to communicate. The students can get the other information from other students by speaking.

Glen Fulcher "Particularly speaking is the verbal use of language to communicate with others. Speaking also used to express ideas and for communicating to the people in civilized world. By speaking, people can express their idea, opinions, and purposes orally to the listeners. Perhaps this is due to the assumption that we all can speak. In fact, to speak English well, there are so many aspects we have to consider as significant aspects, i.e. grammar, pronunciation, intonation, stress, vocabulary, and so forth are significant".[1]

However, if somebody has master all the aspects, we can"t guarantee that he/she can speak fluently. Any other factors that many students are not interested in speaking because of some reasons such nerveous, less confident to speak, difficulties to express ideas orally.

Based on the writers" experience when doing an observation in MTs Negeri 1 Deli Serdang, the students pronounciation is still low, they do not believe their capability in doing something and have less vocabulary. So they

---

[1] Glenn Fulcher, *Testing Second Language Speaking*, (Britain: Pearson Education Limited, 2003), P. 23

can‚t express their idea and feelings. In other case, the way of teacher teach speaking are usually monotonous. Teacher just explain the material from the textbook. In addition, the teacher is not able to use the method that makes students interesting in speaking. To help that problem, the writer should be use the new method in teaching speaking. The writer choose Homophone Games as the strategy. The strategy can be improve students‟ pronounciation based on a modern understanding of how human brain works and how we learn most effectively. Trought Homophone Games strategy, the students can learning speaking with fun, enjoyable and motivated. So, the students can learning with relax and make their feelings good to easier them in expressing idea orally.

Based on the background above, Homophone Game is srtategy for the students to improve their pronounciation. Then, the writer interest to conduct research on "Improving the Students‟ Pronunciation through Homophone Games at VII Grade of MTs Negeri 1 Deli Serdang".

There are some definitions of pronunciation given by linguist. Pronunciation is the way the sound the words of which to give its meaning. He continues that in teaching pronunciation as for students can get. That pronunciation is the sound that a speaker can imitate from the speaker and they say to after listener.

All of the definitions given above are very closely related to the lexical meaning of the words pronunciation that is the way of expressing word or to sound them.

There are three definitions of pronunciation. First, pronunciation is the way in which a language is spoken. Second, pronunciation is a person"s way of speaking a language, or words of a language. Third, pronunciation is the way in which a word is pronounced. That by teaching pronunciation the teacher gives method of pronunciation and later ask the student to judge every word they say of two different kinds but almost the same in pronunciation namely, the minimal pairs. The students" task is to judge which one of the teaching of pronunciation through this way enables the students to get the different among several sounds.

By viewing the concepts of pronunciation according to some linguistic above, the researcher tries conclude that pronunciation relates to the way expressing words a sound which has a meaning in utterance. Therefore, pronunciation can"t be separated with phonology.

Phonology is subfield of linguistic that studies the structure and systematic pattern of sound of human language. In other sense, phonology is concern with structure of language. Pronunciation can vary with cultures, regions and speakers, but there are two major standard varieties in English pronunciation: British English and American English.

A game is structured or semi structured activity, usually undertaken for enjoyment and sometimes also used as an educational tool. Games are generally distinct from work, which is usually carried out for remuneration and from art, which is more concerned with the expression of ideas.

The game is a competition and should be played in a lighthearted spirit. Games area also motivating, this game also helps to highlight some sounds, which may be particularly difficult for the students to hear and write. Games offer

students a fun-filled and relaxing learning condition. After learning and practicing new vocabulary, students have the opportunity to use language in a non-stressful way.The writer conclude that game is a play or competition to give the students a chance to learn, practice or review specific language material.

There are many factor consider while discussing games, one of which is appropriacy. Teachers should be very careful about choosing games, one to make them profitable for the learning process. If games are to bring desired results, they must correspond to either students" level or age, or to the material that is to be introduced or practiced. Not all games appropriate for all students irrespective of their age.

Homophone Games is a word in which a player creates a sentence or phrase containing a pair or larger set of homophones, substitutes the homophone pair with another (usually nonsensical) pair of words, then reads the newly created sentence out load. The object of the game is for the other players to deduce what the original homophone pair.

Homophone Game is a natural follow on from the homophone dictation and can be used to help the students practice and remember homophones. This game also helps to highlight some sounds which may be particularly difficult for students to hear and write.

Homophones are words that sound the same, but are spelled differently and mean different things. For example, "bear" and "bare" are homophones. The Homophone Games help students recognize homophones and their everyday occurrences in the English language. When tutoring or in-class work on

homophones doesn't seem enough, try out a few different games for a fun yet educative approach to learning homophones.

Based on the explanation above, it can be conclude that by using Homophone Games in teaching English especially pronunciation help students in improving their pronunciation, because from good pronunciation they can understand what people said (native speaker), so they feel comfortable to speak up.

B. Limitation of Study

This study is limited on using Homophone Games. This method will use to improve students" pronounciation at the VII grade of MTs Negeri 1 Deli Serdang.

C. Identification of the Study

Based on the background of the study above, it can be identified some problems as follows:

1. The students still have much difficulties when they are asked to pronounciation.

2. The students still have much difficulties when they are asked to pronounce especially English Vowels.

3. The teacher teaches monotone and the method is not interesting in teaching the pronounciation.

D. Formulation of the Study

The formulation of the study in this „thesis" is as follows: " How is improving the students" pronounciation by using homophone game at the VII grade of MTs Negeri 1 Deli Serdang ?"

Based on the background above, the researcher formulates the research questions as follow:

1. How is the improvement of the students" pronunciation of English long vowels through Homophone Game?

2. How is the improvement of the students" pronunciation of English short vowels through Homophone Game?

E. **Objective of the Study**

From discussion in the background of study, the researcher describing the using of homophone games on the students" pronounciation is quite useful. Therefore, the researcher would like to know the students pronounciation by using homophone games are increase or not.

The objectives of the study are as follow:

1. To find out the improvement of the students" pronunciation of English long vowels through Homophone Games.

2. To find out the improvement of students" pronunciation of English short vowels through Homophone Games.

F. Significancies of the Study

1. To the Teacher

The teacher as expected can get more information about homophone games and apply the strategy maximally to increase the students" pronounciation. In addition, the teacher also motivated to do the innovation of learning in finding the active, creative, and fun strategy or technique as an effort to minimize the

students" weaknesses and maximize the students" pronounciation. The researcher expects that this study will give contribution to other teacher or lecturer to use homophone games as an alternative method in teaching pronounciation.

2. To the Students

Students are expected to enrich their insight and get better learning by which they will be able to improve their pronounciation. The result of this study is also expected to help and to be beneficial for the students in finding out the effective way of used method to solve their difficulties in developing pronounciation.

3. To the Headmaster

It expected that the headmaster will get information as in input in leading the teachers to create an effective teaching and learning process in improving the quality of English learning.

4. To Other Researchers

In developing the researchers" knowledge on the development of various teaching method implemented in English teaching to the senior high school level student and developing another research, the other researchers can develop the next research based on the result and apply it as one of additional references in understanding and mastering the pronounciation. In addition, the result of this study is also expected to arouse the creativity of the other researches by using the best method and also try to express other factors, which are have not been mentioned yet in order to achieve the most comprehensive research result.

CHAPTER II

REVIEW OF RELATED LITERATURE

Speaking also used to express ideas and for communicating to the people in civilized world. By speaking, people can express their idea, opinions, and purposes orally to the listeners. Perhaps this is due to the assumption that we all can speak. In fact, to speak English well, there are so many aspects we have to consider as significant aspects, i.e. grammar, pronunciation, intonation, stress, vocabulary, and so forth are significant.

According Fulcher that speaking is the verbal use of language to communicate with others. The purposes for which we wish to communicate with others are so large that they innumerable, and as this is not a book about human needs and desires we will not even attempt to provide examples.[2]

There are many definitions of speaking that have been proposed by some experts in language learning.

Watkins clarified that in order to speak and express what they want to, people must recall the appropriate words and organize them into units (grammar awareness).[3] Thomburry also stated that speaking is a speech production that becomes a part of our daily activities.[4]

---

[2] Fulcher, *Testing Second Language Speaking* (London: Longman, 2003, p. 12
[3] Peter Watkins, *Learning to Teach English* (New Delhi: Raj Press, 2007), p. 77.
[4] Thomburry, *Practical English Language Teaching* (Singapore: Mac Graw Hill, 2003), p. 8

According to Nunan, speaking is the productive oral skill. It consist of producing systematic verbal utterances to convey meaning.[5] Then Hall in Fulcher cited that speaking is an ability that is taken for granted, learned as it is through a process of socialization through communicating.[6]

In the internet TESL journal Hariyye Kayi said that " speaking is the process of building and sharing meaning through use of verbal and non verbal symbols, in variety of context.[7] According to Hornby "Speaking is used to show what you are saying is true in general, to convey the ideas, and to have a conversation with somebody about something." It means that by speaking, people can share their arguments to the other.[8] Speaking is spoken language and speaking are similar in meaning that how people use their voice loudly that occurs in time go back and change and then speaking as the way people transfer something through their voice.

A. Concept of Pronunciation

1. Definition of Pronunciation

There are some definitions of pronunciation given by linguist. Pronunciation is the way the sound the words of which to give its meaning, continues that in teaching pronunciation as for students can get".

---

[5] David Nunan, *Practical English Language Teaching* (Singapore: Mac Graw Hill, 2003), p. 48.

[6] Glenn Fulcher, *Testing Second Language Speaking* (London: Longman, 2003), p. 22.

[7] [7] Harriye Kayi, *Teaching Speaking; Activities to promote Speaking in a Second Language,* The Internet TESL Journal, Voll, XII, No. 11, November 2006, 2014, p. 1, (http://iteslj.org//articles//Kayi-TeachingSpeaking.html)

[8] Hornby, S. A. 2000. *Oxford Learner's Pocket Dictionary*. Oxford University Press USA.

Byrne "states that pronunciation is the sound that a speaker can imitate from the speaker and they say to after listener".[9]

All of the definitions given above are very closely related to the lexical meaning of the words pronunciation that is the way of expressing word or to sound them.

Hornby gives three definitions of pronunciation. First, pronunciation is the way in which a language is spoken. Second, pronunciation is a person"s way of speaking a language, or words of a language. Third, pronunciation is the way in which a word is pronounced.[10]

Hay states that by teaching pronunciation the teacher gives method of pronunciation and later ask the student to judge every word they say of two different kinds but almost the same in pronunciation namely, the minimal pairs. The students" task is to judge which one of the teaching of pronunciation through this way enables the students to get the different among several sounds.[11]

By viewing the concepts of pronunciation according to some linguistic above, the researcher tries conclude that pronunciation relates to the way expressing words a sound which has a meaning in utterance. Therefore, pronunciation can"t be separated with phonology.

According to Ba"dulu that phonology is subfield of linguistic that studies the structure and systematic pattern of sound of human language. In other sense, phonology is concern with structure of language. Pronunciation can vary with

---

[9] Byrne, Donn. 1987. *Teaching Oral English.* Longman Publishing Group.
[10] Hornby, S. A. 2000. *Oxford Learner's Pocket Dictionary.* Oxford University.
[11] Hay, C, J. 1970. *Teaching of Pronunciation a classroom.* Guide London Longman.

cultures, regions and speakers, but there are two major standard varieties in English pronunciation: British English and American English.[12]

2. The Basic of Pronunciation

We speak using the lips, tongue, teeth, hard and soft palates and alveolar ridge. Articulation happens when the air stream is interrupted, shaped, restricted or diverted.
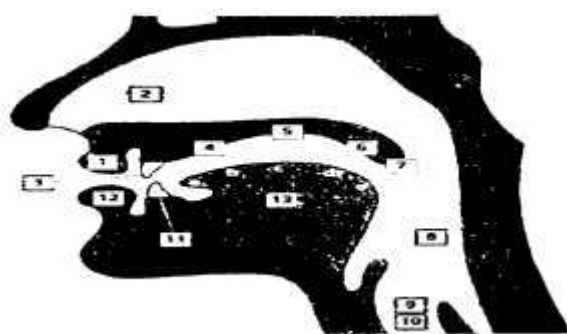
1. Upper lip   10. Larynx

2. Nasal cavity   11. Lower teeth

3. Upper teeth   12. Lower lip

4. Alveolar ridge   13. Tongue

5. Hard palate   a. tip

6. Soft palate   b. blade

7. Uvula   c. front

8. Pharynx   d. centre

9. Glottis   e. back

3. Elements of Pronunciation

---

[12] Badulu Muis, 2004. *Introduction to linguistic*. FBS UNM. Makassar

Ramelan said that when learning English we will find two kinds of speech features ;

a. Segmental features, which refer to sound units, arranged in a sequential order; or it is about consonant and vowel.

b. Suprasegmental features refer to stress, pitch, length intonation and other features that always accompany the production of segmental.[13]

English segmental system includes vowels and consonants. The classification is based on the differences in their functions in an utterance and their ways of production.

According syafei that vowels are sounds which are made without any kind of closure to the escape of air through the mouth. English vowels consist of / i: /, / ə: /, / a: /, / u: /, / o: /, / i /, / e /, / æ /, / ə /, / ʌ /, / u /, / o /.[14]

Beside English vowels above, there are also diphthongs. Diphthong is a sound composed of two vowels pronounced in close succession within the limits of a syllable. There are nine English diphthongs, / ei /, / ai /, / oi /, / au /, / oə /, / iə /, /əu /, / uə /, / eə /. The English consonants consist of twenty-four. Those are / p /, / b /, / t /, / d /, / k /, / g /, / f /, / v /, / θ /, / ð /, / s /, / z/ , / ʃ /, / ʒ /, / h /, / tʃ /, / dʒ /, / m /, / n /, / ŋ /, / l /, / r /, / w /, / y /.

---

[13] Ramelan. 2003. *English Phonetic*. Semarang: IKIP Semarang Press, p. 21

[14] Syafei, A. 1988. *English Pronunciation: theory and Practice, (Proyek Pengembangan Pendidikan Tenaga Kependidikan)*. Jakarta: Depdikbud, p. 5

It is quite different with the condition in Indonesian. There are only 5 vowels, 21 consonants and 3 diphthongs. It is possible if the students find difficulties when they learn English.

Ramelan "Suprasegmental features are like the style used in words or sentences. There are four kinds of suprasegmental features. The first is stress. Stress is meant the degree of force loudness with which a syllable is pronounced so as to give it prominence. Stress can be classified into a word stress and sentence stress. A word stress within a word and a sentence stress is the stress within a thought group or a sentence. Stress has an important role in English because different stress will differentiate meaning and intention.[15]

According syafei that second is pitch and intonation. Speech is produced with a sort of musical accompaniment or intonation.[16] For example if someone is getting angry, he will speak in a high tone. But when he is sad, he will speak in a low tone.

The third is pause. English is spoken in groups of words, which are separated by pause. There are two kinds of pause, a short one and a final one. For example "Can you see the van?" the words *see* and *van* takes primary stresses for special purposes.

4. The Difficulties of Pronunciation

The nature of the four difficulties of pronunciation namely:

---

[15] Ramelan. 2003. *English Phonetic*. Semarang: IKIP Semarang Press, p 34.

[16] Syafei, A. 1988. *English Pronunciation: theory and Practice, (Proyek Pengembangan Pendidikan Tenaga Kependidikan)*. Jakarta: Depdikbud, p 56

a. Pronunciation is matter of ear training and more accurately cultivation of auditory memory. So, is the students have a good ear, they will be able.

b. Pronunciation is matter of gymnastics of the vocal organs. Students will learn to make such sounds with the great accuracy and in the shortest if they are toad precisely what do with organs of speech, and they are given exercises with help them to carry out then instruction. Based on the problem on these problems by ear training students will be helped in learning how to put their tongue, lips and other part of speech in certain position in order that they can produce English clearly.

c. Pronunciation requires very different treatment. The students have to learn what is the appropriate order in which to made intelligible words and sentence. This is a matter of memorizing. By ear training they will used to an learn to produce English words sentence.

d. Pronunciation concerns certain characteristic which sound as syllables have relative to other sounds syllable in the sentence. In particular the students need to be able correctly n the matter of length, stress and intonation. In order words between stressed and uninitiated sounds.

Pronunciation is considered asset of habits for producing the sound. The habit of producing the sound is acquiring by repeating it many tones and being corrected when it is pronounced wrongly.

5. Students' Problems in Pronouncing English Words

Our mother tongue has some differences with English in pronunciation. In our language, there is no difference between its writing and its sound. But we find

it different in English. Sometimes we sound differently from the writing. For example, the word *here* is pronounced

[*hi:ə*] ; however, in Indonesian we pronounce [*here*]. It is not denied that students often make mistakes in learning foreign language; however doing mistake is a part of learning the language itself.

According to Julian Edge on „Mistakes and Corrections".[17] That mistakes can be divided into three broad categories: „slips" (that is mistakes which students can correct themselves once the mistake can be pointed out to them), „errors" (mistakes which they cannot correct themselves – and which therefore need explanation), and „attempts" (that is when a student tries to say something but not yet know the correct way of saying it). From the three categories, it can be said that error is the most important thing for the teacher to be concerned because the students cannot correct themselves instead of the teacher"s help.

There are two kinds of mistakes that might cause the students to make mistake: L1 interference and developmental error. Ramelan " states some reasons about why students make mistakes in their pronunciation are because they face such problems as follows:[18]

(1) The existence of a given sound in the latter, which is not found in the former.

---

[17] Harmer, J.2001. *The Practice of English Language Teaching*. New York: Longman Essex, p.22.

[18] Ramelan. 2003. *English Phonetic*. Semarang: IKIP Semarang Press, p.13.

(2) Sounds which have the same phonetic features in both languages but differ in their distribution.

(3) Similar sounds in two languages which differ only slightly in their phonetic features.

(4) Sounds that have the same qualities in both languages may constitute some learning problem if they occur in a cluster or sequence of sounds.

B. English Vowels

1. What is Vowel?

According to Harmer vowel is a phonetically the sounds which are articulated without complete closure in the mouth or degree of narrowing which would produce audible friction, the air escapes evenly over the centre of the tongue.[19] Then according to Jackson "states that vowel is the sounds which are made by many kinds of closure or impediment to the escape of air through the mouth.

Vowel are sounds has there is no obstruction to flow of air as it passes from the larynx to the lips. While Badulu "defines that vowels are sounds produced with little obstruction the vocal tract and are generally voiced.[20]

Vowels are differentiated particularly by two factures, the position of the tongue in the mouth and the shape of the lips. The tongue may be kept low the mouth or raised in varying degrees in the front to words the soft plate or in the back towards the soft palate.

---

[19] Harmer, J.2001. *The Practice of English Language Teaching*. New York: Longman Essex, p.5

[20] Badulu Muis, 2004. *Introduction to linguistic*. FBS UNM. Makassar, p. 7

Vowel is spoken <u>language</u>, such as <u>English</u> *ah!* [α:] or *oh!* [oʊ], pronounced with an open <u>vocal tract</u> so that there is no build-up of air pressure at any point above the <u>glottis</u>.

There are three dimensions that we should know in order to describe the English vowels by Ampa :[21]

1) The high of the tongue or the openness of the mouth. It is related to close (/ɪ/, /i:/, /ʊ/, /u:/), half close, half open or mid (/e/, /o:/ ,/ɜ:/, /ə/), open (/æ/, /o/, / α:, /ʌ/)

2) The areas of the mouth having the highest part of the tongue or the general are of the mouth in which the vowels are made. It is related to front (/i:/, /ɪ/, /e/, /æ/) central (/ə/, /ɜ:/, /ʌ/) and back (/u:/, /ʊ/, /o:/, /o/, /α:/)

3) The shape of the lips. It is related to rounded (/u:/, /ʊ/, /o:/, /o/) and spread (/i:/, /ɪ/, /e/, /æ/, / α:/, /ɜ:/, /ə/, /ʌ/).

We need to know in what ways vowels differ from each other. The first matter to consider is the shape and position of the tongue. It is usual to simply the very complex possibilities by describing just two things. Firstly, the vertical distance between the upper surface of the tongue and the palate, and the secondly the part of the tongue, between front and back, which is raised highest.

---

[21]Ampa, Andi, Tenri, 2008. *English Phonology.* English Education Department Makassar Muhammadiyah University, p. 23

There is another variable of vowel quality and that is lip rounding. Although the lips can have many different shapes and position, we will at this stage consider only three possibilities, these are:

    a. Rounded   : where the corners of the lips are brought towards each other and the lips pushed forward.

    b. Spread : with the corners of the lips moved away from each other as for smile.

    c. Neutral: where the lips are not noticeably rounded or spread. The noise most English people make when they at hesitating (written „er‟) has neutral lip position.

When we want to say something or arrange the words to be a sentence, it always consists of two sounds, namely vowels and consonants. It cannot be denied that we sometimes are confronted with the trouble when pronouncing a word unfilled by the vowel sounds.

2. Classification of English Vowels

English has a large number of vowel sounds; the first ones to be examined are short and long vowels.

1. Long Vowels

According Roach that long vowels are the vowels which tend to be longer than the short vowels in similar contexts. It is necessary to say: in similar

contexts" because, as we shall see later, the length of all English vowel sound that follows them) and the presence or absence of stress. [22]

Vowels are homophonous with the names of the single letter vowels, such as /eɪ/ in *baby*, /i:/ in *meter*, /aɪ/ in *tiny*, /oʊ/ in *broken*, and /ju:/ in *humor*. The way that educators use the term "long vowels" differs from the way in which linguists use this term. In classrooms, long vowels sounds are taught as being "the same as the names of the letters." Teachers teach the children that a long vowel.

Based on the definitions of the English long vowels above, the symbols for long vowels are:

- / i: /

  This vowel is nearer to vowel / i: / it is more close and front, the lips are slightly spread (close front spread vowel)

  e.g. words in homophone: „steal" / sti:l / and „steel" / sti:l/

- / ɜ: /

  This a central vowel which is well-known in most English accents as a hesitation sound (spelt „er") but which many foreigners find difficult to copy, the lip position is neutral (mid central spread vowel).

  e.g. words in homophone: „desert" /dɪzɜ:t/ and „dessert" /dɪzɜ:t/

- / ɑ: /

  This is an open vowel in the region vowel / ɑ /, but not as back as this, the lip position is neutral (open back spread vowel).

---

[22] Roach Peter. 1983. *English Phonetics and Phonology*. Cambridge University Press, p. 14

e.g. words in homophone: „ aunt" /ɑ:nt/ and „ant" /ɑ:nt/

- / o: /

  The vowel is almost fully back and has quite strong lip-rounding and the tongue height for this vowel is between vowel / o: / and / o / (mid back rounded vowel)

  e.g. words in homophone: „fort" / fo:t / and „fourth" /fo:θ/

- / u: /

  This vowel is not very different from vowel / u /, but it is not quite so back nor so close, and the lips are only moderately rounded (close back rounded vowel)

  e.g. words in homophone: „ two" / tu:/ and „too" / tu: /

2. Short Vowels

According Roach that short vowels are only relatively short, shall see later, vowels can have quite different lengths in different contexts. Short vowels are the five single letter vowels, a, e, i, o, and u when they produce the sounds /æ/ as in *cat*, /ɛ/ as in *bet*, /I/ as in *sit*, /o/ as in *hot*, and /ʌ/ as in *cup*.[23] The term "short vowel" does not really mean that these vowels are pronounced for a particularly short period of time, but they are not <u>diphthongs</u> like the short vowel.

Based on the definitions of the English short vowels above, the symbols for short vowels are:

- / I /

---

[23] Roach Peter. 1983. *English Phonetics and Phonology*. Cambridge University Press, p. 21

This vowel is in the close front area, compare with vowel / i / it is more open and nearest in to the centre. The lips are slightly spread (lower and centralized close front spread vowel).

e.g. words in homophone: „light"/laɪt/ and „lite" /laɪt/

- / e /

This is a front vowel between vowel / e / and / ɛ /, the lips are slightly spread (mid front spread vowel).

e.g. words in homophone: „lesson" /lesn/ and „lessen" /lesn/

- / æ /

This vowel is front, but not quite as open, the lips are slightly spread (open front spread vowel)

e.g. words in homophone: „dam" /dæm/ and „damn" /dæm/

- / ʌ /

This a central vowel, it is more open than the half-open tongue height, the lip position is neutral (open central spread vowel).

e.g. words in homophone: „son" /sʌn/ and „sun" /sʌn/

- / o /

This vowel is not quite fully back, and between half-open and open in tongue height, the lips are slightly rounded.

e.g. words in homophone: „profit" /profɪt/ and „prophet" /profɪt/

- / ʊ /

This vowel is more open and nearer to central, the lips are rounded and the nearest vowel / u / (lower and centralized close back rounded vowel)

e.g. words in homophone: „roe" /rəʊ/ and „row" /rəʊ/

- / ə /

This vowel is central vowel, which is called schwa (unstressed mid central spread vowel)

e.g. words in homophone: „dear" /diə/ and „deer" /diə/

D. Conceptual Framework

The conceptual of framework is illustrated below:
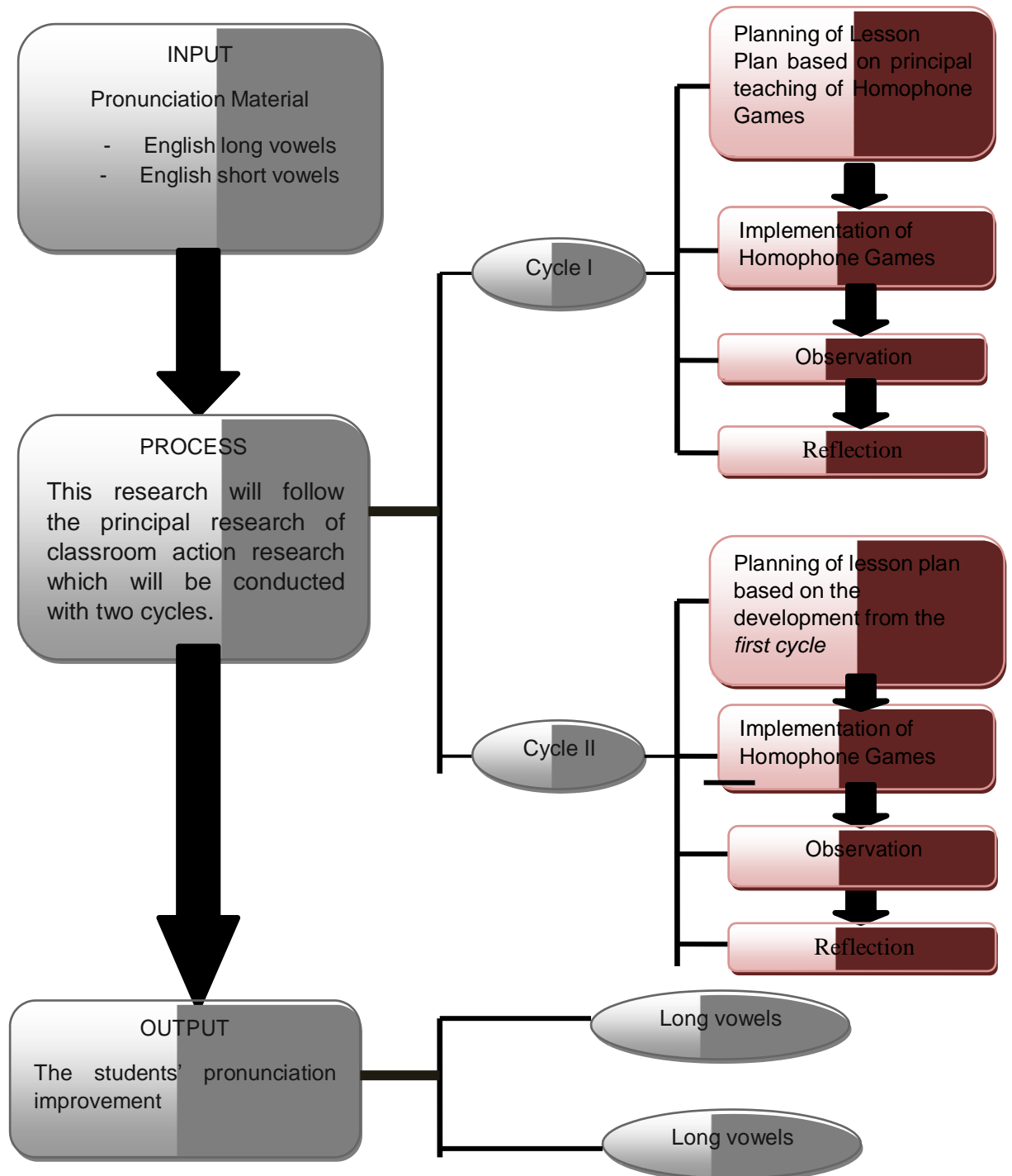
D. Homophone Games

1. Game

A game is structured or semi structured activity, usually undertaken for enjoyment and sometimes also used as an educational tool. Games are generally distinct from work, which is usually carried out for remuneration and from art, which is more concerned with the expression of ideas.

According Hornby that in advanced learners" dictionary of current English said that games:[24]

1. From of play or sport with rules.
2. Children"s activity when they play with toys, pretend to be somebody else.

The game is a competition and should be played in a lighthearted spirit. Games area also motivating, this game also helps to highlight some sounds, which may be particularly difficult for the students to hear and write. Games offer students a fun-filled and relaxing learning condition. After learning and practicing new vocabulary, students have the opportunity to use language in a non-stressful way.

According to definition above, the writer conclude that game is a play or competition to give the students a chance to learn, practice or review specific language material.

---

[24] Hornby, S. A. 2000. *Oxford Learner's Pocket Dictionary.* Oxford University Press USA, p. 22

There are many factor consider while discussing games, one of which is appropriacy. Teachers should be very careful about choosing games, one to make them profitable for the learning process. If games are to bring desired results, they must correspond to either students" level or age, or to the material that is to be introduced or practiced. Not all games appropriate for all students irrespective of their age.

2. Homophone

According Turnbull that homophone is taken from the Greek word, "homos" meaning "same". "phone" meaning "voice" or "sound".[25] So homophones are words that have exactly the same sound (pronunciation) but different meanings and (usually) spelling. Homophone is the words have identical pronunciation but be different words with different meaning.

In another sense a homophone is a word that is pronounced the same as another word but differs in meaning. According Rippel that homophones are words that sound the same but have different meanings and spellings.[26]

The examples in English homophones are as follows:

a. Dear /diə/ and deer /diə/

- Dear /diə/ is referring to loved somebody.

---

[25] Turnbull, David. 2009. *How to Improve Your Pronunciation at METEN (1).* Retrieved. June 01, 2010. From http://www.scribd.com/doc/10929252/How-to-Improve-Your-Pronunciation-at-METEN1.

[26] Rippel Marie. 2008. *All About Homophones Tool Kit.* Retrieved. March 01, 2010 From www.all-about-homophones.com.

- Deer /dɪə/ is any several types of animal with long legs and a graceful appearance that eat grass, leaves and can run quickly.

Two / tu:/ and too / tu: /

- Two / tu: / is the number between one and three
- Too / tu: / is another way of saying as well.

b. Steal / sti:l / and steel / sti:l/

- Steal / sti:l / is a thief does this
- Steel / sti:l / a hard strong metal

c. Poor / po:r / and pour / po:r /

- Poor / po:r / is having very little money
- Pour / po:r / is flow in continuous stream

d. Cent / sent / and scent / sent /

- Cent / sent / is one 100th part of main unit of money
- Scent / sent / is smell

e. Dam / dæm / and damn /dæm/

- Dam /dæm/ is wall bilt to keep back water
- Damn /dæm/ is used for showing anger

3. Homophone Game

Homophone Game is a word in which a player creates a sentence or phrase containing a pair or larger set of homophones, substitutes the homophone pair with another (usually nonsensical) pair of words, then reads the newly created sentence out load. The object of the game is for the other players to deduce what the original homophone pair.

Homophone Game is a natural follow on from the homophone dictation and can be used to help the students practice and remember homophones. This game also helps to highlight some sounds which may be particularly difficult for students to hear and write.

Homophones are words that sound the same, but are spelled differently and mean different things. For example, "bear" and "bare" are homophones. The Homophone Games help students recognize homophones and their everyday occurrences in the English language. When tutoring or in-class work on homophones doesn't seem enough, try out a few different games for a fun yet educative approach to learning homophones.

Based on the explanation above, it can be conclude that by using Homophone Games in teaching English especially pronunciation help students in improving their pronunciation, because from good pronunciation they can understand what people said (native speaker), so they feel comfortable to speak up.

1. **Kinds of Homophone Games**

There are some kinds of Homophone Games. They are:

➢ According Broughton there are some steps or procedure of Homophone Games in its implementation.[27]

Players take turns thinking of homophone and using them in sentences in this word game.

_____

[27] Broughton, G. 1980. *Teaching English as a Foreign Language.* University of London Institute of Education, p. 11

Instruction

a. Explain to the players that homophones are two words that sound alike but have different meanings, like „eight" and „ate" or trunk" (an elephant"s) and „trunk" (the back of car).

b. Take turns making up sentences that contain pairs of homophone, for example, „I can see the sea".

c. Don"t repeat any homophones.

d. Play until no one can think of any more.

➢ *Shaun Dowling, Teacher trainer, Cultura Inglesa, Brasilia*

This game is a natural follow on from the Homophone dictation and can be used to help the students practise and remember homophones.

Procedure

a. Ask 3 volunteers to sit in a chair facing the board (about 2 to 3 meters away is fine). Each should have a piece of chalk or marker.

b. Then tell learners they are going to run up to the board and write two versions of the homophone from the word you read out. The one who is the slowest stays seated and the other two can sit back in their original places.

c. Read out any homophone you feel will be easy for the first 3 participants, for example *'one / won'*.

d. The students should run up and write *'one'* and *'won'*. The slowest sits back down and the quickest go back to their places. Now 2 other people should come up and the game is repeated.

Note: The game is a competition and should be played in a light-hearted spirit. You don't really want one person losing all of the time so I like to cheat and show the student who is always losing the word so they have a chance of winning.

➢ *Kate Joyce, British Council*

This activity is a pronunciation and memory game. It works best if you split the class into small groups. You will need to produce a set of cards for each group with one word on each card. The sets of cards should be made up of lots of homophone pairs of words. For example:

- some, sum
- threw, through
- so, sew
- pair, pear
- right, write
- hare, hair

Procedure

a. Ask each group to place all of their cards face down on the table.

b. Students must take it in turns to turn over two cards. They must say the two words out loud to see if they homophone. If the two cards homophone, they can keep them.

c. When there are no cards left on the table, each student counts how many cards they have to see who is the winner.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research was conducted by using Classroom Action Research (CAR).Classroom Action Research was applied in this study in order to see the students" pronounciation by using homophone games.

There are many possible reason for conducting this research, they are:

1. The researcher want to find about herself as a teacher, how effective she is on teaching process and measure the learning interest of students in certain topics.

2. The researcher want to find if a new method will work better and make the learning process easier for the students to understand about topic.

According to Arikunto, a classroom action research consist of three words that can be understood as follows understanding:

1. Class

Class is a group of students who are in the same lesson from a teacher. Restriction written for the understanding of the notion that class is long, to knock out a misconception and is widely understood by the public with "the room where the teacher teaches." Not a form of classroom but group of students who were studying.[28]

2.Action

---

[28] Suharsimi Arikunto, *Prosedur penelitian Satu pendekatan Praktik*, Jakarta. Rineka Cipta, 2006. P. 91

Something movement activities that are deliberately made qith a specific purpose, with in this study form a series of cycles of activity.

3. Research

Examine the activities of an object, use the rules of a particular methodology to obtain data or information useful to improve the quality of a thing that interest and important for researcher.

The classroom action is not really difficult, because the teachers can do with a deliberate and carefully observed result. If the teacher realized the weakness of the result of his/her work, then that is actually right thing has been used as a little. Thus, it involved four step. They are planning, action, observation, and reflection.

B. Classroom Action Research Preparation

Before a classroom action research was done, a variety of instrument inputs were used to give treatment in classroom action research, were: lesson planning, was become a classroom action research. Besides that, researcher made other preparations in order to smooth treatment in teaching learning process later. But, before preparing was done the researcher did observation for one week to research subject was called by pre-action. In this pre-action, the researcher was

able to analyze the students" competence so the method could be applied as well. This activity was also not released from observer and teacher"s guidance.

C. Research Subject

The subject of this research was all of the students" class VII MTs Negeri 1 Deli Serdang. The number of the students in this class consisted of 38 students that consisted of 21 women and 17 men. The students were taken as the subject of the study since they had poor ability of pronunciation.

D. Research Procedure

This research was conducted in four stages. They are: planning, action, observation and reflection as follows:
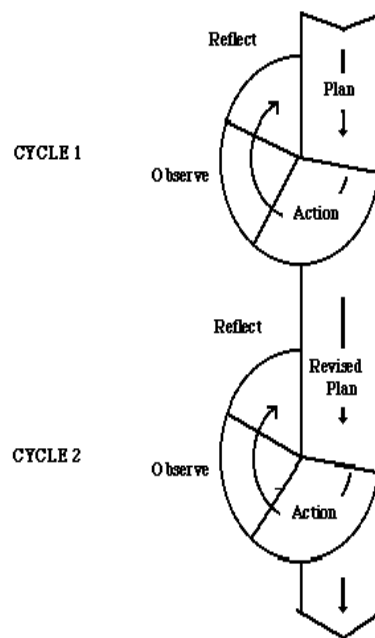
CYCLE I

1. The Planning

   The activities that had been done in this stage as follow:

   a. Arranging a schedule classroom action research

   b. Making a lesson planning

   c. Preparing some students worksheets

   d. Preparing a form assessment

2. Action

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

   b. Students will be divided a couple (boy and girl)

   c. Every couples must face to face

   d. Her / his couple pronounced two version hompohone words.

   e. Her / his couple making up sentences that contain pairs of homophone.

3. Observation

   a. Situation of teaching learning activity.

   b. Students" activeness.

   c. Students" ability in discussion group.

4. Reflection

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

After finishing the cycle I and the result of learning process was not significant to what the researcher expect so the next cycle (cycle II, ?) can be taken again for improvement of the next cycle achievement.

Cycle II

1. Planning

   a. Evaluating reflection result, discussing and finding improvement to be applied for the next learning process.

   b. Making a lesson planning

   c. Preparing some students worksheets

   d. Preparing list sentences for students contain about homophone

   e. Preparing a form assessment

2. Action

   a. Analyzing to overcome the previous problem

   b. Before giving the games, the researcher explained to the students that homophones were two words that sound alike, but have different

meanings, like "two" (the number between one and three) and "too" (another way of saying as well).

    c. Students will be divided a couple (boy and girl)

    d. Every couples must face to face

    e. Her / his couple pronounced two version hompohone words.

    f. Her / his couple making up sentences that contain pairs of homophone.

3. Observation

    a. Situation of teaching learning activity.

    b. Students" participation.

4. Reflection

Reflection was done to see the whole second cycle action process. The researcher analyzed the second action as consideration matter whether cycle has reached success criteria bases on test result and observation.

In second cycle, the researcher made the conclusion about the implementation of Homophone Games in improving the students" Pronunciation of the English long and short vowels at the second year students of MTs Negeri 1 Deli Serdang.

E.   Research Instrument

In this research, the researcher used two instruments for collecting data:

1) Observation List

Observation list used to watch out the situation of teaching and learning process which covers the method applied by a teacher in the class.

2) Test

The test is used in the observation stage of every cycle to measure the students" achievement in pronunciation of the English short vowels and the students" pronunciation of the English long vowels.

F.   **The Procedure of Collecting Data**

In collecting the data, the researcher used two instruments, they were: observation list and test.

1) Observation list; the researcher observed the students" activities in the following teaching and learning process in the class.

2) Test; the researcher gave pronunciation test to the students in order to know their improvement. In this case, the researcher gave some words, phrases and blank sentences; and the researcher asked the students to pronounce them.

G. **Technique of Data Analysis**

The collected data analyzed by quantitative. For the quantitative technique used descriptive static analysis, they are: describing mean of the students" value, the highest score and the lowest score, distance, median, devisees value.

1. To Score the students" answer of test, the researcher used the formula.

$$i = \frac{C \quad A}{i} \quad 100$$

2. To find out the mean score of the students" test, the researcher used the formula :

$$\overline{X} = \frac{X}{}$$

Where :

X   = Mean Score

X   = Total Score

        = The number of students

3. To classify the students" score, there are seven classifications which used as follows:

    1. Score 96- 100   :   Excellent

    2. Score 86-95   :   Very good

    3. Score 76-85   :   Good

    4. Score 66-75   :   Fairly good

    5. Score 56-65   :   Fair

    6. Score 46-55   :   Fairly poor

    7. Score 36-45   :   Poor

    8. Score 0- 35   :   Very poor

4. Computing the frequency of the rate percentage of the students score.

$$\% = \frac{X_1 - X_2}{X_1} \times 100$$

    Where:

% = the students percentage

X_1 = the mean score of the cycle I

X_2 = the mean score of the cycle II

CHAPTER IV

RESEARCH FINDINGS AND DATA ANALYSIS

A. Research Findings

The data were analyzed by using the quantitative and qualitative analysis. The quantitative data were obtained from all the scores of the tests given to the students during the research. The tests consisted of three kinds, they were pre-test, post-test I, and post-test II. Afterwards, the qualitative data were obtained from interview sheet, observation sheet, diary note, and photography evidence. All these data were taken from a class which consists of 30 students.

The research was accomplished in two cycles which conducted in six meetings. There was pre-test in the first meeting before conducting the cycle. The first cycle included the post-test I that was conducted after the researcher taught the students in two meetings. The second cycle included the post-test II that was conducted after the researcher taught the students in two meetings too. The steps performed by the researcher in each cycle were based on the rule of classroom action research namely planning, action, observation, and reflection.

A.1. The Quantitative Data

The quantitative data were taken from the result of the test given to the students. The test given still relevant to the topic taught and discusses in the classroom in every cycle. There were two cycles consisted four meetings in this research and the test was given in the last of each cycle.

Table 4.1

The Students' Score During Pre test (cycle I)

No	Respondents	Score	Passing Grade of Students (≥75)
1.	AR	30	Unsuccessful
2.	AH	50	Unsuccessful
3.	AN	70	Unsuccessful
4.	AM	80	Successful
5.	AA	85	Successful
6.	CP	55	Unsuccessful
7.	DS	60	Unsuccessful
8.	DA	80	Successful
9.	FS	70	Unsuccessful
10.	FR	80	Successful
11.	SS	80	Successful
12.	FA	45	Unsuccessful
13.	HM	85	Successful
14.	NM	60	Unsuccessful
15.	RA	55	Unsuccessful
16.	FN	95	Successful
17.	SN	45	Unsuccessful
18.	NE	70	Unsuccessful
19.	MS	50	Unsuccessful
20.	MI	45	Unsuccessful

21.	SN	85	Succesful
22.	WD	45	Unsuccessful
23.	NL	55	Unsuccessful
24.	MS	70	Unsuccessful
25.	SA	50	Unsuccesful
26.	SY	40	Unsuccesful
27.	TH	50	Unsuccesful
28.	TL	50	Unsuccessful
29.	U	40	Unsuccessful
30.	WS	50	Unsuccessful

Table 4.2

The Students' Score During Post test I (cycle I)

No	Respondents	Score	Passing Grade of Students (≥ 75)
1.	AR	20	Unsuccessful
2.	AH	65	Unsuccessful
3.	AN	100	Successful
4.	AM	85	Successful
5.	AA	95	Successful
6.	CP	65	Unsuccessful
7.	DS	70	Unsuccessful
8.	DA	90	Successful

9.	FS	90	Successful
10.	FR	90	Successful
11.	SS	90	Successful
12.	FA	95	Successful
13.	HM	95	Successful
14.	NM	75	Successful
15.	RA	65	Unsuccessful
16.	FN	100	Successful
17.	SN	90	Successful
18.	NE	85	Successful
19.	MS	100	Successful
20.	MI	60	Unsuccessful
21.	SN	100	Succesful
22.	WD	70	Unsuccessful
23.	NL	65	Unsuccessful
24.	MS	75	Successful
25.	SA	55	Unsuccesful
26.	SY	40	Unsuccesful
27.	TH	60	Unsuccessful
28.	TL	55	Unsuccessful
29.	U	40	Unsuccessful
30.	WS	55	Unsuccessful

Table 4.3

The Students' Score During Post test II (cycle II)

No	Respondents	Score	Passing Grade of Students (≥75)
1.	AR	75	Successful
2.	AH	65	Unsuccessful
3.	AN	75	Successful
4.	AM	80	Successful
5.	AA	95	Successful
6.	CP	75	Successful
7.	DS	80	Successful
8.	DA	80	Successful
9.	FS	85	Successful
10.	FR	95	Successful
11.	SS	60	Unsuccessful
12.	FA	90	Successful
13.	HM	95	Successful
14.	NM	80	Successful
15.	RA	70	Unsuccessful
16.	FN	100	Successful

17.	SN	95	Successful
18.	NE	80	Successful
19.	MS	90	Successful
20.	MI	90	Successful
21.	SN	95	Succesful
22.	WD	65	Unsuccessful
23.	NL	85	Successful
24.	MS	85	Successful
25.	SA	75	Succesful
26.	SY	75	Succesful
27.	TH	80	Successful
28.	TL	70	Unsuccessful
29.	U	70	Unsuccessful
30.	WS	90	Successful

A.2.   The Qualitative Data

The qualitative data were taken from diary notes, observation sheet, and interview that were gained within two cycles.

Based on the diary notes that were written shortly after doing teaching learning process, it was found that students were found difficulties in memorizing and recalling pronounciation in the beginning research (Appendix. XI/P. 92). But after

Team up the Word was implemented by the reseacher, they were become active, serious, and interested in learning vocabulary(Appendix. XII/P. 95).

The observation sheets were filled by English teacher as a collaborator of this study. Here, the observer tried to notice all activities in the physical classroom activity. It might be about the researcher and students performances (behaviour and attitude), class situation and students" response(Appendix VII-X/P.84-91).

The interview was conducted to the teacher and the students in two sessions. The first session was conducted before the first cycle and second session was in the end of each cycle. after the second cycle was ended. In the first session, the students were interviewed about their commments, understanding, and difficulties in pronounciationlearning. The interview result showed that most students had problems in learning pronounciation, (Appendix.III-VI/P.78-83). It means that most of the students have problems in pronounciation learning both in understanding and memorizing it. (Appendix III/P.78).

Documentation were taken as instrument of data to analyze about students" activity, behavior, and expressing. It includes the students" documentation (photograph). It can be seen in appendix XXI.

B. Data Analysis

B.1. The Quantitative data Analysis

Table 4.4

The Students' Score During Cycle I (Pre Test and Post Test I)

and Cycle II (Post Test II)

No	Initial of Students	Score

		Pre Test	Post Test I	Post Test II
1.	AR	30	20	75
2.	AH	50	65	65
3.	AN	70	100	75
4.	AM	80	85	80
5.	AA	85	95	95
6.	CP	55	65	75
7.	DS	60	70	80
8.	DA	80	90	80
9.	FS	70	90	85
10.	FR	80	90	95
11.	SS	80	90	60
12.	FA	45	95	90
13.	HM	85	95	95
14.	NM	60	75	80
15.	RA	55	65	70
16.	FN	95	100	100
17.	SN	45	90	95
18.	NE	70	85	80
19.	MS	50	100	90
20.	MI	45	60	90
21.	SN	85	100	95
22.	WD	45	70	65

23.	NL	55	65	85
24.	MS	70	75	85
25.	SY	50	55	75
26.	WS	40	40	75
27.	TH	50	60	80
28.	TL	50	55	70
29.	U	40	40	70
30.	SA	50	55	90
	TOTAL	**Σx = 1825** **M = 60,8**	**Σx = 2240** **M = 74,6**	**Σx = 2445** **M = 81,5**

From the data above the researcher found there is increasing of the students'' mastery. It could be seen from the mean of value from the test (pre test, post test I and post test II) that increase.

B.1.1. Pre Test

The pre test was conducted as the preliminary study or done before Classroom Action Research (CAR) to identify the students'' real competence and problems in pronounciation. In pre test, there were 20 questions multiple choices.

To get the result of pre test, firstly the researcher calculated the mean score:

$$= \frac{\Sigma}{}$$

$$= \frac{1825}{30}$$

$M = 60, 8$

Then , to the percentage of students who passed the KKM score, the researcher used the following formula:

$$P = \frac{F}{} \ 100 \ \%$$

$$P = \frac{8 \ \ 100 \ \%}{30}$$

$$P = 26, 6 \ \%$$

Based on the result of the pre test, the data showed that the mean score of pre test is 60,8. There were only eight students or 26,6 % of the students who got the score above the Minimum Mastery Criterion *Kriteria Ketuntasan Minimal* (KKM) meanwhile the other 22 students were below that criterion. From the analyzing, it could be seen that almost of VIII-B grade of MTs Negeri 1 Deli Serdang students" pronounciation was still very low.

B.1.2. Post Test I

In the post test I the students score got increasing. In the post test I student had given the reaction to pay more attention to the teacher and asked the material they did not know. The result of post test I showed the mean score of the class increased to 74,6 which there were 16 students who passed the Minimum Mastery Criterion or KKM 75. The mean score derived from the following formula:

$$= \frac{\Sigma}{}$$

$$= \frac{2240}{30}$$

$M = 74,6$

Then, the class percentage that''s passed the Minimum Mastery Criterion, using the following formula:

$$P = \frac{F}{} \ 100 \ \%$$

$$P = \frac{16 \ \ 100 \ \%}{30}$$

$$P = 53,3 \ \%$$

B.1.3. Post Test II

In the post test II the students score got increasing. In the post test II the condition of class was very well after implementing Team up the Words,all of the students become actively to the activity given by teacher so the atmosphere of class make the students interested to follow the lesson. The students could compare and recognize kind of noun.

From the table, the total score of the students was 2440 and to see the mean of the students in the test, the researcher applied the following formula:

$$= \frac{\Sigma}{}$$

$$= \frac{2445}{30}$$

$M = 81,5$

Then, the calculation of class percentage about the students who passed the Minimum Mastery Criterion or KKM:

$$P = \frac{F}{} \ 100 \ \%$$

$$P = \frac{24 \quad 100 \%}{30}$$

$P = 80 \%$

It showed in the post test II more than 53% students cold improved their pronounciation by using Team up the Word.

Quantitatively, the result of the post-test of the second cycle showed that the total score of the students was 2445 and the number of the students who successed the test was 24 of 30 students. So, the mean of the students" score of the test was 81,5. It can be seen that the students" score was increased. The percentage of the students" score of the test was 24 students successed and got score 75 or up to 75 was 80%. So, post-test of the second cycle was categorized successful. Based on the quantitative data above it can be stated that loci mnemonic can increase the students" vocabulary mastery in learning English.

In order to see the improvement of students" score in pre-test and post-test I and post-test II , researcher try to served it in table as follows:

Table 4.5. The Percentage of students' Vocabulary Mastery

Meeting	Students who got ≥70	Percentage
Pre-Test	8	26,6%
Cycle 1	16	53,3%
Cycle 2	24	80%

Based on data above, the result showed the improvement of the students" score from the pre-test to the post-test of cycle I. In the pre-test, the students who got the score 75 or more were 8 of 30 students (26,6%). In the post-test of cycle I, the students who got the score 75 or more were 16 of 30 students (53,3%). It means there was improvement about 26.7%. Meanwhile in the post-test of cycle II, the students who got the score 75 or more were 24 of 30 students (81,5). It can be seen that there was improvement about 26,7% from the second test, and about 53,4% from the first test to the third test. Most of students" score increased from first test to the third test.

After achieving the improvement of students vocabulary mastery where 24 students who passed the Minumim Mastery Criterion (KKM), therefore the research decided to stop CAR because the students" achievement in learning pronounciation was improved by Team up the Word. It was meant, the reseacher did not need to revise the plan.

According to the result of the evaluation that has been done by the research, it could be assumed that the implementation of Classroom Action Research to teach pronounciationby using Team up the Word was appropriate with the planning that had been discussed by the researcher. In this case, each action was planned as good as possible so that the learning activities could be accomplished well.

B.2. The Qualitative Data Analysis

B.2.1. The Activity in the First Cycle

In this cycle, the researcher conducted four steps: planning, action, observation, and reflection. In this cycle, there were two meetings which were conducted to the students. A test was given in the end of learning process. The steps of this cycle were:

1) **Planning**

The researcher collaborated with her collaborated (in this case is the teacher) planned the action dealing with preparing Homophone Games, In this phase, the researcher made a palnning for the Action Research based on the problems faced by students about pronounciation.

Besides of making lesson plan (Appendix I/P.66), the researcher also prepared the instrument that will give to students for getting a result of their improving such as; a observation sheet to observe the students and researcher"s activities in teaching learning process wether it was in line with the lesson plan had before or not and the researcher also prepared the post test I, to collect the data, to know there are some students" improvement scores from pre test and then the researcher prepared the diary note to check the students activity in every meeting, beside that, the researcher prepared some question to interview the students before the researcher give the technique to students in study, and this aim for getting some information about students" ability in pronounciation before the research begin in study.

Next, the researcher and collaborator determined the criteria of success. The criteria of success were 75% of the students" vocabulary score achieved the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal* (KKM) of English (75.0) or above 75% of students participated in English vocabulary class, it"s according to the teacher in english learning.

2) **Action**

The action of cycle I was done on Wednesday, June26th 2019 and Thursday, September 27th 2018.The teacher opened the class, the teacher did the apperception

by greeting the students, checking the students" attendance list, and asking them to pray together, the teacher explained the objectives and the learning procedur, the teacher asked the students" understanding about vocabulary about clothes, accessories and anything.

In the core activity, there were some activities has done by the researcher,the teacher distributed a worksheet containing some words related to the topic and discussed the meaning of each word together with students, the teacher checked the students" understanding and their pronounciation, the teacher asked the students to imagine things in a very familiar place like their house, their bed room, or their class. The students can write the map of this things if they have difficulties to imagine them, the teacher asked the students to put each word from the worksheet on each things in their familiar places, and then the teacher asked the students to take an imaginary walk along their familiar places and retrieve the items they have put there, teacher gave time to the students to make and memorize their word, to sharp the students" understanding, the teacher asks the students about the meaning of each word by presenting the word one by one too.

Last activity of action is closing, finding ways to better appreciate the efforts and result of individual learning, the teacher and students reviewed the new words, the pronounciation and the meaning of each word they have learned, the teacher gave a chance to students to ask question, the teacher gave feedback then ended the class with brief conclusion and suggestion.

3) Observation

In the first cycle, the observer tried to notice all activities in the physical classroom activity. It might be about the researcher and students performances (behaviour and attitude), class situation and students" response. After the teaching learning process was finished, the reseacher carried out the post test I as the second action of the first cycle. The result of the post-test in the first cycle showed that the achievement of students increased when used Team up the Word in learning vocabulary.

Based on the observation sheet of teachers" activities, All the activities were carried out due to the lesson plan but there is activities that not effective in learning like teaching technique that researcher gave to student because the student still confuse and didn"t gave attention to researcher, beside that the researcher still can not to lead the class atmosfer.Therefore, the learning process was categorized unsuccesful(see App.VII/P.84).

Based on the researcher"s observation, the students" response in teaching and learning process still bad. It could be seen on the list of the observation sheet that has done by the English teacher as a collaborator in the class. However, the collaborator got the point that the students felt little difficult in understanding the vocabulary, and the atmosphere of the class was not enjoy and quiet. Some of them did not pay attention while learning. As a result, most of the students felt difficult in memorizing and recalling the vocabulary (see App.IX/P.90).

There was an improvement in the teaching learning process. The teacher could improve the students" achievement in vocabulary but many students were still not

active and were not interested while the teacher taught them about the matery. However, some of the students had did the activities seriously and they could understand well about the matery.

4) Reflection

In this phrase, the feedback of teaching learning process was taken from the result of observation, test, documentation, and interview. The researcher evaluated the teaching learning process in the end of the meeting.

Based on the qualitative data taken from the result of the interview that was done after conducting the first cycle, the interviewer found that the students still have difficulties in learning English pronounciation. It is shown from the result of interview with the students as follows: *"iya sir. Saya suka belajar bahasa inggris, apalagi menggunakan permainan ini, permainan ini membuat saya mudah meningkatkan pronounciation"* (yes sir. I like english learning, therefore , by using this technique, it can be improving pronounciation), (App.V/P.82). It means that the student can understand and memorize the vocabularies based on the teachers" explanation; however they still feel it difficult to make their memorizing. Therefore, the teacher needs to provide more explanation to sharp the students understanding about Team up the Word.

The interviewer also found that the condition of the class was not convenient enough during the learning process. It is shown from the result of interview with the students as follows: *"menurut saya mis, pronounciation saya meningkat, karena saya dapat mengingatnya, tapi kawanku ribut-ribut kali mis"* (in my opinion, my pronounciation is improving, because i can remember it, but my friends still be

noisy), (App.VI/P.83). It showed the condition of class during the learning process. There were some students who didn‟t pay attention to the teachers‟ explanation and distracted the other students.

In addition, another student said: *"Saya suka cara belajar seperti ini mis, tapi tetap saja sulit mengucapkan kosa katanya mis."* (I love this technique mis, but still I felt it difficult to pronounce the words), (App.VI/P.83). It means that the student still feel confuse with the pronounciation even if they can memorize the vocabularies. The student thinks that learning pronounciation is difficult because the written form is not same like the vocabulary.

The result of post test in the first cycle showed that there was an improvement of students‟ score compared with the pre-test. The students who achieved the score above the Minimum Mastery Criterion (KKM - *Kriteria Ketuntasan Minimal*). However, almost of students‟ pronounciation mastery was still low.

From the quantitatively and qualitatively data above, it can be concluded that the students‟ ability is still low in understanding and memorizing pronounciation. So, the research should be continued to the cycle II.

Second cycle was held to achieve the improvement score of the students mastery in pronounciation by Homophone Game. The researcher also should improve the action that was conducted. The researcher decided to make some actions to improve students‟ ability in memorizing pronounciation for the second cycle, such as: (a) The researcher should improve the ability in presenting the material including provide better explanation about the technique, (b) The researcher should be able

managing the class during the learning process, and (c) Researcher should have better preparation.

B.2.2. The Activity in the Second Cycle

In this phrase, the researcher expect a better result of the students" improvement than the previous cycle. In this cycle, the researcher seems to be more prepared and as the researcher already got the reflection from the previous cycle. Then, as the previous first cycle, the researcher also conducted the second cycle as follows:

1) Planning

In this cycle, the researcher prepared new planning in second Lesson Plan (Appendix II/P.72) added some activities in the activities of learning such as: changing the matery as continuing lesson, giving an ice breaking so that the studets can focus again in learning and treating them with a special present if they can memorize all or at least some of target words. So that, they enjoyed the learning and they more active in learning vocabulary again but, the researcher made a instrument in collecting the data of students too, like in cycle one , observation sheet, diary note, interview, and post test II, in this case the researcher and students more active than in cycle I, in post test II the test is different from test in cycle I.

Beside that the researcher made same question in the isntrument, like observation sheet, interview, and etc, this aim to getting some information of students, did they have improved from the result in cycle I or not.

2) Action

The action of the second cycle was done on Monday, June 17th and Tuesday, July 02th 2019.The teacher opened the class, the teacher did the apperception by

greeting the students, checking the students" attendance list, and asking them to pray together, the teacher explained the objectives and the learning procedur, the teacher asked the students" understanding about pronounciation about clothes, accessories and anything.

In the core activity, there were some activities has done by the researcher, the teacher distributed a worksheet containing some words related to the topic and discussed the meaning of each word together with students, the teacher checked the students" understanding and their pronounciation. The students can write the map of this things if they have difficulties to imagine them, the teacher asked the students to put each word from the worksheet on each things in their familiar places, and then the teacher asked the students to take an imaginary walk along their familiar places and retrieve the items they have put there, teacher gave time to the students to make and memorize their word, to sharp the students" understanding, the teacher asks the students about the meaning of each word by presenting the word one by one too.in this case the researcher gave materials more than before in cycle I, and the researcher gave different words in learning with students, and more active in memorizing pronounciation.

Last activity of action is closing, finding ways to better appreciate the efforts and result of individual learning, the teacher and students reviewed the new words, the pronounciation and the meaning of each word they have learned, the teacher gave a chance to students to ask question, the teacher gave feedback then ended the class with brief conclusion and suggestion and gave the result of their test, from that result researcher gave motivation about their test that improving when they study hard.

3) Observation

Observation proposed to find out information action by the writer in the classroom. The observation was done to observe what the students had done during the teaching learning process. It was about the behavior, attitude, and all activities during the action process. Thus, the result of observation was collected as the data, which is used as a basic reflection.

The observation was done for the second cycle. The students" activity during the teaching learning process had been observed. Many students were more effective in learning pronounciation by Homophone Game and answered the teachers" questions, and the students were seriously during learning process because the teacher gave more material through Homophone Game that the students be better on communication in learning proces with researcher and didn"t misscomunication, the students pay attention to researcher, therefore the student can achieve the material that researcher gave them. so, the mean score of the students was categorized successful namely 81,5.

In this phase, in the second cycle shows that the achievement of students increased when used Homophone Game in learning process. Based on the data observation, there was an improvement in the teaching learning process. The teacher could improve the students" achievement in learning pronounciation, therefore this learning proces was categorized be succesful.

4) Reflection

In this phase, the feedback of teaching learning process was taken from the result of observation, test, documentation, and interview.

Based on the qualitative data which taken from the interview sheet, the second cycle was be better than the previous cycle, as one of the students said: *"permaian Homophone Game ini dapat meningkatkan pronounciation saya lebih banyak lagi sir* (it"s can improve my pronounciation more then). It means that the student actually like this technique in pronounciation learning. The student said that he enjoyed learning English and has already understand Homophone Game and how to use it.

Beside, the researcher interviewed the English teacher. It is shown from the result of interview with the English teacher as follows: " *It was interesting. I can't believe that the students can memorize pronounciation of new words so easily", "They seemed so excited to learn pronounciation. Even the students who usually tend to be passive trying to engage during the learning process"*. It means that Homophone Game that applied by the researcher can be a better way to teach pronounciation and can motivate the students to be more active during learning English process. Having checked the students" test, the researcher found that the students" score showed the improvement. Based on the observation sheet, the student" vocabulary mastery in learning English showed the improvement.

C. Discussion

The research was conducted to find out the students" achievement in using pronounciation by using Homophone Game. Homophone Game is one of the pronounciation learning technique that can increase students" pronounciation mastery in learning English.

This research had proved that Homophone Game was effective to be used in teaching English pronounciation. It can be seen in the table of the students" score

improvement from the pre-test, post-test I until post-test II. The improvement was because the teacher controlled the class better. Another was because the application of Homophone Game could help the students more in memorizing and learning pronounciation. The teacher was also easy to apply Homophone Game in teaching English pronounciation.

Based on the result of the quantitative data, the result showed that the students improved their achievement in English pronounciation. The students" score was getting better from the first meeting until the last meeting in the test. It was proven by the students" mean score which increased in each meeting. The mean of the students" score in the pre-test was 60,8. It was low because only 8 students who got the score 75 and more. The mean of the students" score in the post-test I was 74.6. and post-test II was 81,5. It was higher than the pre-test to post-test I until post-test II.

Then, the percentage of the students who got the score 75 and more in the pre-test was 8 of 30 students (26,6%). The percentage of the students" who got the score 75 and more in the post-test I was 16 of 30 students (53,3%). The percentage of the students" who got the score 75 and more in the post-test II was 24 of 30 students (80%). The improvement of the competent students percentage from the pre-test to the post-test I was 26,7%, from post-test I to post-test II was 26,7%, pre-test to post-test II was 53,4%. It indicated that the improvement of the students" achievement in pronounciation was significant.

Based on the result of the qualitative data which was taken from the observation sheet and the interview report, it was found that the class can effectively. The students paid attention to the teacher during the teaching learning process. They were

also spirit in learning vocabulary and enjoying the learning process. Then, it can be said that the qualitative data was also showed the improvement of the teacher"s and the students" activities during the teaching learning process. It indicated that the use of Homophone Game could motivate the students became more enthusiastic in learning pronounciation.

From the explanation above, it could be concluded that the result of the research showed that the application of Homophone Game could improve the students" achievement in pronounciation. It could be proven by the quantitative data which showed the students" score got better from the pre-test to the post-test I until post-test II. It also could be proven by the qualitative data which showed that the teacher got better in controlling the class and the students" were more active and enthusiastic in learning pronounciation.

.CHAPTER V

CLOSING

A.   Conclusion

Based on the result of the data analysis, research findings, and discussion in the previous chapter, the researcher concluded that:

1. The implementation of Homophone Game in teaching pronounciation is really helpful to increase the students" ability in understanding and improve pronounciation. It can be seen from beginning until the last time of the application of this technique during the learning process. It significantly improved the students" achievement. The students got better score than before the teacher applied this technique. Furthermore, the results of observation and interview showed that the students were enjoyed the learning. Besides, the students were more active and enthusiastic in learning English pronounciation during the implementation of Homophone Game.

2. After analyzing the data, the researcher found that the students" pronounciation achievement was improved from the pre-test to the first cycle and the second cycle. In the pre-test, the students" ability in pronounciation is categorized under the minimum passing grade (75) namely the mean of the students" score of the pre test was 60,8. The total score of the students was 1825 and the percentage of the students" who passed the minimum passing grade was only 26,6%. Qualitatively, it was found that the students had difficulties in studying English pronounciation. Then, in the first cycle, the students" ability in pronounciation is still considered low namely the mean of the students" score of the post test I was 74,6. The total score of the students was 2240 and the percentage of the students" who passed the minimum passing grade was only 53,3%.

3. Qualitatively, based on the data observation, there was an improvement in the students" achievement in memorizing pronounciation but many students were still not interested while learning.Finally, in the second cycle, the students" achievement in pronounciation kept improving. The mean of the students" score in post test II was 81,5. The total score of the students was 2445. The percentage of the students" who passed the minimum passing grade was 24 students or about 80%. So, post-test of the second cycle was categorized successful. Qualitatively, the learning proccess ran effectively. There was an improvement of the teacher"s and the students" activities during the learning process. Homophone Game, it can be said that the implementation of Homophone Game could increase the students" pronounciation mastery and motivate them to be more enthusiastic in learning English.

B. Recommendation

Considering the conclusion, the researcher puts forward some recommendations as follows:

1) For the English Teacher

The researcher suggests the teacher to solve the problems in learning pronounciation by applying various learning technique. The purpose is to make the students fell enjoy and excited in English learning especially in learning pronounciation.

2) For the students

The students may apply this technique in learning pronounciation. Since this tehnique is very interesting and suitable for the beginner in English to increase their pronounciation.

3) For the other researchers

The researcher gives suggestion to the next researcher to conduct the similar learning technique with other respondents to find out the advantages of this technique or improve this research by doing further examination on the students" mastery through the use Homophone Game.

C. Implication

Implication are drawn from research findings. The research came with a finding that there is an improvement on students"pronounciation mastery by implementing Homophone Game. Moreover this research implies that the implementation of Homophone Game is needed in teaching pronounciation.

Considering the conclusion draw above, it implies that the implementation of Homophone Game is capable to promote the improvement of students" pronounciation mastery which can be seen from the progress of students" score after the used of Homophone Game. Therefore, It is highly recommended for the English teacher to implement Homophone Game to teach pronounciation.

In addition, it was found that the students were more interested and motivated to learn pronounciation by using Homophone Game. Hence, Homophone Game can be a wortwhile technique to help students to memorize and learn pronounciation.'

REFERENCES

Akmajian, Adrian. 1995. Linguistics: *An Introduction to Language and Communication,* Fourth Edition. The MIT Press, USA.

Ampa, Andi, Tenri, 2008. *English Phonology.* English Education Department Makassar Muhammadiyah University.

Badulu Muis, 2004. *Introduction to linguistic*. FBS UNM. Makassar

Broughton, G. 1980. *Teaching English as a Foreign Language.* University of London Institute of Education.

Byrne, Donn. 1987. *Teaching Oral English.* Longman Publishing Group.

Depdikbud, 1985. *Petunjuk Pelaksanaan Praktek Belajar Mengajar dan Petunjuk Penelitian*, Jakarta.

Editor, TE. 2000. *Homophone in Teaching English.* Retrieved from: http://www.teachingenglish.org.uk/try/activities/homophone-game, on March 01, 2010 contoh

Encyclopedia. 2009. *Homophone.* Retrieved June 01, 2010. From http://www.reference.com/browse/homophone.

Gay, L. R. 1981. *Educational Research: Competencies for Analysis and Application*: Second addition, colombus. New York: Charles E. Marril publising Company.

Harmer, J.2001. *The Practice of English Language Teaching*. New York: Longman Essex.

Hay, C, J. 1970. *Teaching of Pronunciation a classroom*. Guide London Longman.

Hornby, S. A. 2000. Oxford Learner"s Pocket Dictionary. Oxford University Press USA.

Khaeruddin & Erwin. 2006. *Metodologi Penelitian.* Universitas Muhammadiyah Makassar.

Latief Adnan. 2009. *Penelitian Tindakan Kelas Pembelajaran Bahasa Inggris*. Malang: Fakultas Sastra Universitas Negeri Malang.

Manser Martin, H. 1983. *Oxford Learner's Pocket Dictionary*. New Edition. Oxford University Press.

Milawati, 2007. *Improving The Students' English Pronunciation Through Repetition Drills Of Audio-Lingual Method.* A Thesis: Faculty of Teacher Training and Education University of Muhammadiyah Makassar.

Nurhayati, 2008. *The use of Reading Poetry to train the students' English Pronunciation.* A Thesis: Faculty of Teacher Training and Education University of Muhammadiyah Makassar.

Prasad, U. 2003. *Achieving communicative Competence in English.* Retrieved March 01, 2010. From http://www.thehindu.com/thehindu/edu/storieshtm.

Ramelan. 2003. *English Phonetic.* Semarang: IKIP Semarang Press.

Roach Peter. 1983. *English Phonetics and Phonology.* Cambridge University Press.

Rippel Marie. 2008. *All About Homophones Tool Kit.* Retrieved. March 01, 2010 From www.all-about-homophones.com.

Syafei, A. 1988. *English Pronunciation: theory and Practice, (Proyek Pengembangan Pendidikan Tenaga Kependidikan).* Jakarta: Depdikbud.

Tiro, Arif and Ilyas. 2002. *Statistika Terapan untuk Ilmu Ekonomi dan Ilmu Sosial.* Makassar: Andira Publisher.

Turnbull, David. 2009. *How to Improve Your Pronunciation at METEN (1).* Retrieved. June 01, 2010. From http://www.scribd.com/doc/10929252/How-to-Improve-Your-Pronunciation-at-METEN1.

Uberman, A. 1998. *The Use of Games. Retrieved.* June 01, 2010. From http://exchanges.state.gov.htm.

Wikipedia. 2010. *Homophone Word Game.* Retrieved April 10, 2010. From http://www.search.com/reference/Homophone.

Wikipedia. 2010. *Phonics.* Retrieved June 01, 2010. From http://www.answers.com/topic/phonics.

LESSON PLAN

Cycle I

Nama satuan pendidikan : MTs Negeri 1 Deli Serdang

Mata Pelajaran : Bahasa Inggris

Kelas/semester : VII/ II

Alokasi waktu : 4 x 45 menit

A. Standar Kompetensi

1. Berbicara

Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks dalam kelas dan luar kelas seperti halnya instruksi dalam penyebutan atau pengkalsifikasian nama-nama benda.

2. Mendengarkan

Memahami instruksi sangat sederhana dengan tindakan dalam konteks kelas dalam kelas atau luar kelas, seperti halnya mendengarkan intruksi dari guru atau selain guru.

B. Kompetensi Dasar

Berbicara

1.a Menirukan ujaran dalam ungkapan sangat sederhana secara berterima .

1.b Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur,dan dapat menyebutkan nama-nama benda yang berada di sekitarnya.

Mendengarkan

2.a Merespon dengan melakukan tindakan sesuai denga isntruksi secara berterima dalam konteks kelas dan luar kelas dan dalam berbagai permainan.

2.b Merespon isntruksi sangat sederhana secara verbal.

C. Indikator Pencapaian Kompetensi

1.Kognitif

a.produk

1. Mencatat klasifikasi nama-nama benda yang ada di sekitar dalam bahasa inggris
2. Membedakan antara nama-nama benda yang berbeda dan sma jenis

b.Proses

1. Mendengarkan penjelasan guru tentang klasifikasi nama-nama benda yang berada di sekitarkita

2. Mencatat bagian-bagian pengelompokkan nama-nama benda yang ada di sekitar.

2. Psikomotor

a) Menyebutkan klasifikasi nama-nama benda yang ada di sekitar dalambahasainggris

b) Menjawab pertanyaan yang diberikan oleh guru

c) Membuat kesimpulan dari nama-nama benda yang ada di sekitarnya dan mengklasifikasikannya dalam jenisnya dalam bahasa inggris.

3. Afektif

a. Karakter:

1. Percayadiri
2. Disiplin
3. Tanggungjawab

4. KeterampilanSosial:

a. Bertanya
b. Meyumbangkan Ide
c. Menjadi pendengar yang baik
d. Menghargai pendapat orang lain
e. komunikatif

D.Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Merespon dengan benar terhadap apa yang di dengar dari percakapan antar guru dan siswa dan siswa terhadap siswa

2. Memahami kalsifikasi nama-nama benda sangat sederhana untuk berinteraksi dengan lingkungan terdekat

1. Kognitif

a. Produk

1. Siswa dapat mencatat nama-namabenda di sekitar dalam bahasa Inggris.
2. Siswa dapat mengklasifikasikan nama-nama benda yang ada di sekitarnya.

b. Proses

1. Siswa dapat mendengarkan penjelasan guru tentang nama-nama benda yang ada di sekitar kita dan mengklasifiksaikannya

2. Siswa dapat mencatat nama-nama benda yang ada di sekitar dalam Bahasa Inggris

2. Psikomotor

    a. Siswa dapat menyebutkan nama-nama benda yang sudah di kalsifikasikan dalam bahasa inggris
    b. Siswa dapat menjawab pertanyaan yang diberikan oleh guru
    c. Siswa dapat membuat kesimpulan dari nama-nama benda yang di pelajari

3. Afektif

a. Karakter

• Terlibat dalam proses belajar mengajar yang berpusat pada siswa, siswa menunjukkan Karakter percaya diri, disiplin dan tanggungjawab.

b. Keterampilan sosial:

• Terlibatdalam proses belajar mengajar yang berpusat pada siswa, paling tidak siswa

Dinilai membuat kemajuan dalam menunjukkan keterampilan sosial bertanya, menghargai

pendapat orang lain, komunikatif menyumbangkan ide dan menjadi pendengar yang baik.

Karakter siswa yang diharapkan :

- Dapat dipercaya (*Trustworthines*)
- Rasa hormat dan perhatian (*respect*)
- Tekun (*diligence*)
- Tanggung jawab (*responsibility*)

E.   **Materi Pokok**

Clasification of the Words\ Pronounciation

Pronounciation is a major part of almost every standardized test, icluding reading achievement tests. College entrance exams, and armed forces and vocational placement test, tests developers know that pronounciation is a key measure of both ones learning and ones" ability to learn .

Pronounciation represent ideas that are communicated by someone. If the pronounciation of someone is limited, an idea that can be expressed also limited. Thus, if one studies the language for communication purposes, he needs to master the pronounciation studied adequately. Pronounciation

should not be regarded as long list of words that should be defined and memorized. In contrasrt, the pronounciation should be an integral role in the use of language is contextual and meaningful.

F. Metode Pembelajaran/Teknik:

Homophone Game

G. Strategi Pembelajaran

Tatap Muka	Terstruktur	Mandiri
Siswa dapat membaca mennyaring bermacam wacana ragam tulis yang di bahas dengan ucapan dan intonasi yang benar. mengidentifikasi kata benda dari yang dibaca dan informasi tertentu.	Siswa mampu menganalisa bermacam wacana ragam tulis yang di bahas dengan ucapan dan intonasi yang benar. mengidentifikas kata benda dari teks yang dibaca dan informasi tertentu.	Siswa mampu mengerjakan dan mengerti bermacam wacana ragam tulis yang di bahas dengan ucapan dan intonasi yang benar mengidentifikasi kata bendayang dibaca dan informasi tertentu

Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal (10')

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas *(nilai yang ditanamkan: santun, peduli)*
- Mengecek kehadiran siswa *(nilai yang ditanamkan: disiplin, rajin)*
- Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter
-

Kegiatan Inti (70')

Eksplorasi

Dalam kegiatan eksplorasi guru:

This activity is a pronunciation and memory game. It works best if you

split the class into small groups. You will need to produce a set of cards

for each group with one word on each card. The sets of cards should be

made up of lots of homophone pairs of words. For example:

- some, sum

- threw, through

- so, sew

- pair, pear

- right, write

- hare, hair

Elaborasi

Dalam kegiatan elaborasi guru:

- Membiasakan siswa membaca kata-kata benda dalam bahasa inggris dan menghapalnya
- Memfasilitasi siswa melalui pemberian tugas mengerjakan latihan soal yang dikerjakan secara individual dan memberi kesempatan bagi siswa utuk menklasifikasi kosa kata yang telah mereka sebut sesuai tempat,jenis dll dari kosa kata tersebut.
- Membiasakn mereka untuk menghafal kosa kata sesuai dari kosa kata yang mereka klasifiksi sebelumnya

Konfirmasi

Dalam kegiatan konfirmasi guru:

- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain.
- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi mengenai kata benda/ vocabulary

Kegiatan Akhir (10')

- Siswa diminta mengklasifikasikan kata benda dari materi mengenai pronounciation
- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi mengenai kata-kata benda sedrhana dan mengklasifikasikannya dalam bahasa inggris
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H.   Sumber/Bahan/Alat

    card

I.   Penilaian

- Teknik   :   Tugas individu
- Bentuk Instrumen   :   Tes lisan dan tulisan
- Contoh Instrumen   :   mention the words in the class,home,bathroom, and etc

  Pedoman Penilaian

        Cara penilaina ini menggunakan rumus = $S = \dfrac{R}{N} \times 100$

Dimana :

       S = NILAI TES
       R = JUMLAH BENAR
       N = JUMLAH SOAL

Mengetahui   **Medan,   2019**
Kepala Sekolah   **Guru Mata Pelajaran**

—————————————   —————————————

Mahasiswa

MARINA NIM :
34.14.3.059

LESSON PLAN

Cycle II

Nama satuan pendidikan   : MTs Negeri 1 Deli Serdang

Mata Pelajaran   : Bahasa Inggris

Kelas/semester   : VII/ II

Alokasi waktu   : 4 x 45 menit

A. Standar Kompetensi

1. Berbicara

Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks dalam kelas dan luar kelas seperti halnya instruksi dalam penyebutan atau pengkalsifikasian nama-nama benda.

2. Mendengarkan

Memahami instruksi sangat sederhana dengan tindakan dalam konteks kelas dalam kelas atau luar kelas, seperti halnya mendengarkan intruksi dari guru atau selain guru.

B. Kompetensi Dasar

Berbicara

1.a Menirukan ujaran dalam ungkapan sangat sederhana secara berterima .

1.b Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur,dan dapat menyebutkan nama-nama benda yang berada di sekitarnya.

Mendengarkan

2.a Merespon dengan melakukan tindakan sesuai denga isntruksi secara berterima dalam konteks kelas dan luar kelas dan dalam berbagai permainan.

2.b Merespon isntruksi sangat sederhana secara verbal.

C. Indikator Pencapaian Kompetensi

1.Kognitif

a.produk

- Mencatat klasifikasi nama-nama benda yang ada di sekitar dalam bahasa inggris
- Membedakan antara nama-nama benda yang berbeda dan sma jenis

b.Proses

3. Mendengarkan penjelasan guru tentang klasifikasi nama-nama benda yang berada di sekitarkita

4. Mencatat bagian-bagian pengelompokkan nama-nama benda yang ada di sekitar.

2. Psikomotor

• Menyebutkan klasifikasi nama-nama benda yang ada di sekitar dalam Bahasa inggris

• Menjawab pertanyaan yang diberikan oleh guru

• Membuat kesimpulan dari nama-nama benda yang ada di sekitarnya dan mengklasifikasikannya dalam jenisnya dalam bahasa inggris.

3. Afektif

a. Karakter:

• Percayadiri

• Disiplin

• Tanggungjawab

4. KeterampilanSosial:

• Bertanya

• Meyumbangkan Ide

• Menjadipendengar yang baik

• menghargaipendapat orang lain

• komunikatif

D.Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

• Merespon dengan benar terhadap apa yang di dengar dari percakapan antar guru dan siswa dan siswa terhadapsiswa

• Memahami kalsifikasi nama-nama benda sangat sederhana untuk berinteraksi dengan lingkungan terdekat

1. Kognitif

a. Produk

• Siswa dapat mencatat nama-nama benda di sekitar dalam bahasa Inggris.

• Siswa dapat mengklasifikasikan nama-nama benda yang ada di sekitarnya.

b. Proses

• Siswa dapat mendengarkan penjelasan guru tentang nama-nama benda yang ada di sekitar kita dan mengklasifiksaikannya

• Siswa dapat mencatat nama-nama benda yang ada di sekitar dalam

Bahasa Inggris

2. Psikomotor

• Siswa dapat menyebutkan nama-nama benda yang sudah di kalsifikasikan dalam

bahasa inggris

• Siswa dapat menjawab pertanyaan yang diberikan oleh guru

• Siswa dapat membuat kesimpulan dari nama-nama benda yang di pelajari

3. Afektif

a. Karakter

• Terlibatdalam proses belajarmengajar yang berpusatpadasiswa, siswamenunjukkan

Karakter percayadiri, disiplin dan tanggungjawab.

b. Keterampilan sosial:

• Terlibatdalam proses belajar mengajar yang berpusat pada siswa, paling tidak siswa

Dinilai membuat kemajuan dalam menunjukkan keterampilan social bertanya, menghargai pendapat orang lain, komunikatif menyumbangkan ide dan menjadi pendengar yang baik.

Karakter siswa yang diharapkan :

- Dapat dipercaya (*Trustworthines*)
- Rasa hormat dan perhatian (*respect*)
- Tekun (*diligence*)
- Tanggung jawab (*responsibility*)

E. **Materi Pokok**

Clasification of the Words\ Pronounciation

    Pronounciation is a major part of almost every standardized test, icluding reading achievement tests. College entrance exams, and armed forces and

vocational placement test, tests developers know that pronounciation is a key measure of both ones learning and ones" ability to learn .

Pronounciation represent ideas that are communicated by someone. If the pronounciation of someone is limited, an idea that can be expressed also limited. Thus, if one studies the language for communication purposes, he needs to master the pronounciation studied adequately. Pronounciation should not be regarded as long list of words that should be defined and memorized. In contrasrt, the pronounciation should be an integral role in the use of language is contextual and meaningful.

F. Metode Pembelajaran/Teknik:

Homophone Game

G. Strategi Pembelajaran

Tatap Muka	Terstruktur	Mandiri
Siswa dapat membaca mennyaring bermacam wacana ragam tulis yang di bahas dengan ucapan dan intonasi yang benar. mengidentifikasi kata benda dari yang dibaca dan informasi tertentu.	Siswa mampu menganalisa bermacam wacana ragam tulis yang di bahas dengan ucapan dan intonasi yang benar. mengidentifikas kata benda dari teks yang dibaca dan informasi tertentu.	Siswa mampu mengerjakan dan mengerti bermacam wacana ragam tulis yang di bahas dengan ucapan dan intonasi yang benar mengidentifikasi kata bendayang dibaca dan informasi tertentu

Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal (10')

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas *(nilai yang ditanamkan: santun, peduli)*
- Mengecek kehadiran siswa *(nilai yang ditanamkan: disiplin, rajin)*
- Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter
-

Kegiatan Inti (70')

Eksplorasi

Dalam kegiatan eksplorasi guru:

This activity is a pronunciation and memory game. It works best if you

split the class into small groups. You will need to produce a set of cards

for each group with one word on each card. The sets of cards should be

made up of lots of homophone pairs of words. For example:

- some, sum

- threw, through

- so, sew

- pair, pear

- right, write

- hare, hair

Elaborasi

Dalam kegiatan elaborasi guru:

- Membiasakan siswa membaca kata-kata benda dalam bahasa inggris dan menghapalnya
- Memfasilitasi siswa melalui pemberian tugas mengerjakan latihan soal yang dikerjakan secara individual dan memberi kesempatan bagi siswa utuk menklasifikasi kosa kata yang telah mereka sebut sesuai tempat,jenis dll dari kosa kata tersebut.
- Membiasakn mereka untuk menghafal kosa kata sesuai dari kosa kata yang mereka klasifiksi sebelumnya

Konfirmasi

Dalam kegiatan konfirmasi guru:

- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain.
- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi mengenai kata benda/ vocabulary

Kegiatan Akhir (10')

- Siswa diminta mengklasifikasikan kata benda dari materi mengenai pronounciation
- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi mengenai kata-kata benda sedrhana dan mengklasifikasikannya dalam bahasa inggris

- ▪ Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. Sumber/Bahan/Alat

Card

I. Penilaian

- ▪ Teknik   :   Tugas individu
- ▪ Bentuk Instrumen :   Tes lisan dan tulisan
- ▪ Contoh Instrumen :   mention the words in the class,home,bathroom, and etc

Pedoman Penilaian

Cara penilaina ini menggunakan rumus = $S = \dfrac{R}{N} \times 100$

Dimana :

S = NILAI TES
R = JUMLAH BENAR
N = JUMLAH SOAL

Mengetahui	Medan, 2019
Kepala Sekolah	**Guru Mata Pelajaran**

_____   _____

Mahasiswa

MARINA NIM :
34.14.3.059

APPENDIX III

INTERVIEW SHEET

Interview for the English teacher in the Preliminary Study

(Before Classroom Action Researcher)

Interview Kepada Guru Bahasa Inggris (MTs Negeri 1 Deli Serdang)

> **Interviewer** : **MARINA**
>
> **Interviewee** : **Mam.EMY FATMA LUBIS**
>
> **Profession** : **English Teacher**

R : Researcher

T : Teacher

R : Apa sajakah kegiatan belajar mengajar bahasa Inggris didalam kelas?

T : Proses pembelajaran bahasa Inggris dikelas adalah memberikan materi dan test.

R : Skill dan sub-skill apa yang anda gunakan dalam pengajaran *pronounciation?*

T : Dalam pengajaran sub- skill pronounciation

R : Tehnik mengajar apa saja yang anda gunakan dalam pengajaran *pronounciation?*

T : Metode ceramah

R : Aktivitas apa saja yang dilaksanakan dalam proses pengajaran *pronounciation?*

T : Membaca dan menghapal lirik lagu berbahasa inggris

R : Media apa yang anda gunakan dalam pengajaran *pronounciation?*

T : Menggunakan Kamus

R :Sarana/fasilitas apa saja yang tersedia disekolah ini yang bisa mendukung pembelajaran bahsa inggris?

T : Tidak ada sarana yang tersedia.

R : Apa kendala dalam pengajaran *pronounciation?*

T : Anak-anak sulit dalam mengucapkan kata-kata

R : Bagaimana partisipasi siswa ketika pengajaran *pronounciation* berlangsung?

T : kadang baik, kadang tidak. Ya paling mereka bawa kamus.

R : Tugas apa yang biasa Ibu berikan dikelas?

T : Membaca teks dan menyanyikan lagu berbahasa inggris

R : Berapa KKM untuk mata pelajaran bahasa inggris untuk kelas VIII di MTs Negeri 1 Deli Serdang?

T : KKM kita 75

R : Apakah Ibu pernah mendengar tehnik pengajaran *Homophone Game*?

T : pernah

R : Apakah teknik pengajaran *Homophone Game* efektif diterapkan pada pengajaran *pronounciation?*

T : Ya, agar siswa tidak bosan karena itu bentuknyakan game

R : Menurut Ibu apakah teknik pengajaran *Homophone Game* dapat meningkatkan pembendaharaan pronounciation siswa dalam bahasa Inggris?

T : Ya

APPENDIX IV

Interview for the English Teacher after Classroom Action Research

Interview Kepada Guru Bahasa Inggris MTs Negeri 1 Deli Serdang

      Interviewer   **: MARINA**

      Interviewee   **: Mam. EMY FATMA LUBIS**

      Proffesion   **: English Teacher**

R : Researcher

T : Teacher

R : Bagaimana kemampuan siswa kelas VII-B dalam pembelajaran vocabulary setelah menggunakan Homophone Game?

T : Kondisi sangat senang dan sangat santai

R : Bagaimana penguasaan pronounciation siswa setelah menerapkan Homophone Game?

T : Lebih mudah menghapal dan mengetahui kosa kata yang baru

R : Bagaimana partisipasi siswa ketika pembelajaran vocabulary menggunakan Homophone Game berlangsung?

T : Partisipasi anak-anak sangat baik, mereka aktif dan mau mengerti pelajaran yang diberikan

R : Masalah apa sajakah yang terlihat ketika belajar pronounciation menggunakan Homophone Game?

T : Siswa kadang mengganggu teman dan kadang tidak membawa kamus saat disuruh

R : Menurut Ibu, bagaimana mengatasi permasalah tersebut?

T : Guru harus selalu mengingatkan agar mereka membawa kamus setiap pelajaran bahasa Inggris dan memberi hukuman pada mereka yang mengganggu temannya saat belajar berlangsung.

R : Apa pendapat Ibu setelah melihat penggunaan Homophone Game dalam pembelajaran di kelas?

T : Menurut saya, setelah menggunakan Homophone Games anak didik lebih mudah meningkatkan pronaunciation siswa.

R : Apakah Ibu merasa termotivasi setelah melihat penggunaan Homophone Game dalam pembelajaran dikelas?

T : Ya, saya ingin menerapkannya dalam mengajar agar anak didik lebih semangat belajar lagi

R : Menurut pendapat Ibu, bagaimana aktivitas yang dilaksanakan dalam proses pembelajaran pronounciation dengan menggunakan Homophone Game?

T : Sangat menyenangkan dan santai sekali

R : Setelah melihat pembelajaran pronounciation dengan menggunakan Homophone Game, apakah strategi ini efektif diterapkan pada pembelajaran pronounciation?

T : Ya

APPENDIX V

Interviewthe Students Before Classroom Action Research

R : Researcher

S : Student

R   : Apa yang kamu pikirkan tentang bahasa Inggris?

SN : Menurut saya, sangat susah belajar bahasa inggris. Bahasanya sulit
            dimengerti

F   : Bahasa inggris sangat menarik jika kita tahu, dan saya sangat suka
              pelajaran ini

RA : Bahasa inggris dangat penting karena ini bahasa Internasional

R : Apa yang kamu pikirkan tentang kemampuan *pronounciation* kamu?

FA   : Menurut saya, *pronounciation saya tidak baik dan harus ditingkatkan*

FS   : Saya bisa sedikit sedikit Miss

R   : Baiklah, mungkin sekarang saya tahu apa masalah dan kesulitan dalam
             belajar *pronounciation.* Dapatkah kamu menceritakannya?

DA : Menurut saya, saya rasa sulit dalam mengingatnya Miss. Ini sangat berbeda
          bacaan dan tulisannya dalam bahasa Inggris

AN   : Bahasa inggris itu rumit karena ada tenses. Selanjutnya, juga rumit untuk
            menerjemahkan teks karena memiliki banyak arti

R : Jadi, bagaimana kamu meningkatkan *pronounciation* sampai saat ini?

MI: Belajar keras dan alternative yang lebih mudah adalah menyanyikan lagu berbahasa inggris

MS: Dengan menyanyikan lagu bahasa Inggris untuk lebih melatih pronounciation siswa.

APPENDIX VI

Interview the Students After Classroom Action Research (Using Homophone Game)

R : Reseacher

S : Students

R   : Apakah kamu menyukai belajar bahasa Inggris menggunakan teknik permainan Homophone Game?

AN   : Saya menyukai belajar pronounciation dalam bahasa Inggris dengan menggunakan permainan ini Mis, karena sebelumnya saya juga suka belajar bahasa Inggris

AA   : Iya Mis, saya sangat suka jadi belajar bahasa Inggris, apalagi dengan menggunakan permainan ini. permainan ini membuat saya senang dan lebih mudah meningkatkan pronounciation saya.

DA   : Saya jadi suka belajar bahasa inggris setelah Mis memberikan permainan ini, karena ini mudah dan tidak membosankan

R   : Apa yang kamu pikirkan tentang kemampuan *pronounciation* kamu setelah belajar menggunkan permainan Homophone Game?

F   : Permainan Homophone Game ini dapat meningkatkan *pronounciation* saya.

HM   : Menurut saya Mis, kosakata saya meningkat, karena saya dapat mengingatnya saat Mis ajarkan dan setelah itu tetap bisa mengingatnya

SS   : Kalau saya Mis, saya suka saat Mis, menjelaskan dan Mis selalu memberikan kosakata baru dan jika saya tidak mengerti, saya tak perlu mencarinya dikamus karena saya langsung bertanya dengan Sir

APPENDIX VII

OBSERVATION SHEET

CYCLE I

Teacher Name : Mam. EMY FATMA LUBIS

Observation Activity : Teacher Activities

Note : Give Thick (√) in the Category Column, where

4 (Very Good), 3 (Good), 2 (Enough), 1 (Bad)

No.	Points will be observed	Category			
		1	2	3	4
1.	The teacher comes on time			√	
2.	Teacher''s capability in opening the class (How the teacher greets the students)			√	
3.	Teacher giving motivation in the teaching and learning process (how the teacher gives the apperception before starting the teaching and learning process)				√
4.	The teacher gives warming up activities to the students, such as giving students some questions about the topic that will be discussed in the classroom			√	
5.	The teacher tells the students the aims of the study			√	
6.	The teacher introduces about Team up the Words Technique				√
7.	Teacher''s mastery (It is about the teacher''s capability in mastering the material taught)			√	
8	The systematically teaching performance (It is about appropriateness with the lesson plan)			√	
9.	Teacher''s ability in organizing the class (It is about the class management performed by the teacher)				√
10.	Teacher teaching material clearly (the clearness of the				√

	teacher"s teaching)				
11.	The students give attention to teachers" explanation during learning process				√
12.	Motivation and enthusiasm of students in teaching learning process. (It is about the curiosity and the enthusiasm of the students during the learning process)				√
13.	Teacher asks to the students how far they understand about the materials have taught			√	
14.	Interaction and communication between students and teacher in teaching learning process (Good communication between teacher and students to support to students" understanding)			√	
15.	Teacher ability in closing the class (It is about how the teacher closes the class,gives summary and solve the students" problem)				√

APPENDIX VIII

OBSERVATION SHEET

CYCLE II

Teacher Name : Mam.EMY FATMA LUBIS

Observation Activity : Teacher Activities

Note : Give Thick (√) in the Category Column, where

4 (Very Good), 3 (Good), 2 (Enough), 1 (Bad)

No.	Points will be observed	Category			
		1	2	3	4
1.	The teacher comes on time			√	
2.	Teacher capability in opening the class (How the teacher greets the students)				√
3.	Teacher giving motivation in the teaching and learning process (how the teacher gives the apperception before starting the teaching and learning process)				√
4.	The teacher gives warming up activities to the students, such as giving students some questions about the topic that will be discussed in the classroom			√	
5.	The teacher tells the students the aims of the study			√	
6.	The teacher introduces about Team up the Words Technique				√
7.	Teacher mastery (It is about the teacher"s capability in mastering the material taught)			√	
8	The systematically teaching performance (It is about appropriateness with the lesson plan)				√
9.	Teacher ability in organizing the class (It is about the class management performed by the teacher)				√

10.	Teacher teaching material clearly (the clearness of the teacher"s teaching)			√	
11.	The students give attention to teachers" explanation during learning process				√
12.	Motivation and enthusiasm of students in teaching learning process. (It is about the curiosity and the enthusiasm of the students during the learning process)				√
13.	Teacher asks to the students how far they understand about the materials have taught				√
14.	Interaction and communication between students and teacher in teaching learning process (Good communication between teacher and students to support to students" understanding)				√
15.	Teacher ability in closing the class (It is about how the teacher closes the class,gives summary and solve the students" problem)				√

APPENDIX IX

OBSERVATION SHEET

CYCLE I

Teacher Name   : **Mam. EMY FATMA LUBIS**

Observation Activity   :

Note   : **Give Thick (√) in the Category Column, where**

4 (Very Good), 3 (Good), 2 (Enough), 1 (Bad)

No.	Points will be observed	Category			
		1	2	3	4
1.	All of the students come on time			√	
2.	The students pay attention to teacher explanation			√	
3.	The students are interest and enthusiast in studying Team up the Words				√
4.	The students participate in learning process			√	
5.	The students do task given				√
6.	The students use dictionary to help them knowing the content of the words				√
7.	The students mark the difficult words			√	
8	The students ask the feedback after doing he activity related to the topic			√	

APPENDIX X

OBSERVATION SHEET

CYCLE II

Teacher Name   : **Mam. EMY FATMA LUBIS**

Observation Activity   : **Students Activities**

Note   : **Give Thick (√) in the Category Column, where**

4 (Very Good), 3 (Good), 2 (Enough), 1 (Bad)

No.	Points will be observed	Category			
		1	2	3	4
1.	All of the students come on time			√	
2.	The students pay attention to teacher explanation				√
3.	The students are interest and enthusiast in studying Team up the Words Technique				√
4.	The students participate in learning process				√
5.	The students do task given			√	
6.	The students use dictionary to help them knowing the content of the words				√
7.	The students mark the difficult words			√	
8	The students ask the feedback after doing he activity related to the topic				√

APPENDIX XI

DIARY NOTES

Diary Notes In Cycle I

Cycle I/ Meeting : I/1 (one)

Day/Date   : Wednesday/ 26th June 2019

1. Good Points

    - From the students" side

        - Some students pay attention on teacher"s explanation

        - Students looked so interested in learning pronounciation through Homophone Game

    - From the teacher"s side

        - The teacher choose the good teaching technique in explaining

        - Teacher gave intensive guide by checking students" activity

2. Things to consider

    - From the students" side

        - Students need the clear instruction to make Homophone Game Some students look confuses when play Homophone Game .

        - Students need the clear and slow explanation.

    - From the teacher"s side

        - Teacher should give the way how to play Homophone Game

Cycle/Meeting : I/2 (two)

Day/Date : **Wednesday / 13th september 2018**

1. Good points

   - From the students" side

     - Students look so interested in doing activity especially in learning pronounciation through Homophone Game

     - Students motivated in play game

   - From the teacher"s side

     - The teacher understood to condition of students by explaining the material step by step

     - The teacher gave the activity for students in right condition by individual work

2. Thing to consider

   - From the students" side

     - Some students don"t understand what they have to do. They only know the title about the activity and do not asking the teacher about the activity

     - Some students disturb their friend when study pronounciation through Homophone Game.

   - From the teacher"s side

     - Before starting an activity, the teacher should give a clear explanation about what students have to do

Cycle/Meeting : I/3 (three)

Day/Date   : Wednesday/ 26ᵗʰ June 2019

1. Good points

   - From the students" side

     - More students pay attention on a new topic and teacher explanation

     - Some students participate in finding a new pronounciation

     - More students look enthusiast when playing game

   - From the teacher"s side

     - The teacher mastered the technique and the material she gives

     - The teacher cheched the students" activity by walking to their table

2. Thing to consider

   - From the students" side

     - Some students look not seriously in doing activity

     - Some students still had difficult in material

   - From the teacher"s side

     - The teacher should give punishment to the students if they disturb their friend

     - The teacher should make sure if the students are ready to listen to her explanation about the materials or some instruction

APPENDIX XII

<div align="center">

DIARY NOTES

Diary Notes In Cycle II

</div>

Cycle/Meeting : II/1 (one)

Day/Date   : Thursday/ 27th June 2019

1. Good points

   - From the students" side

     - More students pay attention on teacher explanation

     - Some students participate in improve pronoun

     - More students look enthusiast when playing game

   - From the teacher"s side

     - The teacher give explanantion about the material

     - The teacher explained detail information

     - The teacher gave the chace to the studnets to choose their member of group to do assignment given

2. Thing to consider

   - From the students" side

     - Some students had difficult to understand know word in part in house

     - The class still was noisy

   - From the teacher"s side

     - The teacher should have effort to make the students keep silent

Cycle/Meeting : II/2 (two)

Day/Date : **Thursday/ 27th september 2019**

1. Good points

   - From the students" side

     - Students already know the teacher style in teaching and support the teacher"s teaching goal

     - Students had already known how to learn Homophone Game

     - Students already known about part in house

   - From the teacher"s side

     - The teacher gave the clear explanation about the materials

     - The teacher gave the reward to the students who had a good score

     - The teacher motivated the students to be active in the activities given

2. Things to consider

   - From the students" side

     - Some students had easy to understand the name in part of house

   - From the teacher"s side

     - The teacher should check the students to make sure that they are understand about the instruction.

Cycle/Meeting : II/ 3 (three)

Day/Date   : Thursday/ 27th June 2019

1. Good points

    - From the students" side

        - The students followed the activity given actively

        - The students did their assignment

    - From the teacher"s side

        - The teacher explained the material more slowly and clearly

        - The teacher gave a clear instruction about activity clearly

        - The teacher checked the students to make sure the entire students understand about the instruction

APPENDIX XIII

Test Instrument And Answer Key In Cycle I (Pre Test)

TEST OF PRE TEST

Name :

Class :

Choose the correct answer with crossing (X)a,b,c and d!

1. My teacher writes in the. . . by using a marker
     a. Whiteboard   c. Chalk
     b. Floor   d. Map
2. The students sit on the . . .
     a. Table   c. Chair
     b. Cupboard   d. Wall
3. There is a . . . of Indonesia on the class wall.
     a. Map   c. Globe
     b. Book   d. Noticeboard
4. The . . . in the library is used to placed the books based on type of it.
     a. Table   c. Bookshelf
     b. Book   d. Chair
5. Beside reading a book, the students also can read . . . in the library.
     a. Magazine   c. Map
     b. Book   d. Globe
6. The uses of the . . . is to know location of countries.
     a. Globe   c. Magazine
     b. Book   d. Newspaper
7. A . . . works in the library
     a. Teacher   c. Librarian
     b. Security   d. Headmaster
8. The students usually have an experiment in . . .
     a. Classroom   c. Laboratory
     b. Library   d. Office
9. . . . is the place to borrow some books at school.
     a. Canteen   c. Library
     b. Classroom   d. Teacher Office
10. Rani is a student. She bring . . .
     a. Book   c. Belt

b. Ice cream   d. Televison

11. Mr. Dedi is a teacher. He works in . . .
    a. Hotel   c. Teacher Office
    b. Hospital   d. School

12. . . . is the place for the students to study.
    a. Canteen   c. Teacher Office
    b. Classroom   d. Library

13. We needs . . . to bring our school books.
    a. Wallet   c. Pencil Case
    b. Bag   d. Uniform

14. There are pencil, pen, eraser and sharpener in the . . .
    a. Pencil Case   c. Book
    b. Bag   d. Wallet

15. Budi needs . . . to remove his wrong writing.
    a. Pencil   c. Eraser
    b. Pen   d. Ruler

16. Ceremonies on Monday do at . . .
    a. Classroom   c. Canteen
    b. Teacher Office   d. Field

17. I go to school by . . .
    a. Bike   c. Plane
    b. Ship   d. Helicopter

18. We are .. . MTs. Al- Hasanah
    a. Students   c. Doctors
    b. Teachers   d. Artists

19. Students have to wear uniform to go to . . .
    a. Party   c. Mall
    b. Bed   d. School

20. Students need . . . to write a letter
    a. Stamp   c. Coin
    b. Pen   d. Glue

Pre Test Answer Key

1. A

2. C

3. A

4. A

5. A

6. A

7. C

8. C

9. C

10. A

11. D

12. B

13. B

14. A

15. C

16. D

17. A

18. A

19. D

20. B

APPENDIX XIV

Students' Score In Cycle I (Pre Test)

The Result of Students Vocabulary in the 1st Cycle

No	Respondents	Score	Passing Grade of Students (≥75)
31.	AR	30	Unsuccessful
32.	AH	50	Unsuccessful
33.	AN	70	Unsuccessful
34.	AM	80	Successful
35.	AA	85	Successful
36.	CP	55	Unsuccessful
37.	DS	60	Unsuccessful
38.	DA	80	Successful
39.	FS	70	Unsuccessful
40.	FR	80	Successful
41.	SS	80	Successful
42.	FA	45	Unsuccessful
43.	HM	85	Successful
44.	NM	60	Unsuccessful
45.	RA	55	Unsuccessful
46.	FN	95	Successful
47.	SN	45	Unsuccessful
48.	NE	70	Unsuccessful
49.	MS	50	Unsuccessful

50.	MI	45	Unsuccessful
51.	SN	85	Succesful
52.	WD	45	Unsuccessful
53.	NL	55	Unsuccessful
54.	MS	70	Unsuccessful
55.	SA	50	Unsuccesful
56.	SY	40	Unsuccesful
57.	TH	50	Unsuccessful
58.	TL	50	Unsuccessful
59.	U	40	Unsuccessful
60.	WS	50	Unsuccessful

APPENDIX XV

Test Instrument And Answer Key In Cycle I (Post Test I)

TEST OF POST TEST I

Name :

Class :

Choose the correct with crossing (X) a, b,c, and d!

1. Mr. Dedi is a teacher. He works in . . .
   a. Hotel   cSchool
   b. Hospital   d. . Teacher Office
2. . . . is the place for the students to study.
   a. Canteen   c. Teacher Office
   b. Classroom   d. Library
3. We needs . . . to bring our school books.
   a. Wallet   c. Pencil Case
   b. Bag   d. Uniform
4. There are pencil, pen, eraser and sharpener in the . . .
   a. Pencil Case   c. Book
   b. Bag   d. Wallet
5. Budi needs . . . to remove his wrong writing.
   a. Pencil   c. Eraser
   b. Pen   d. Ruler
6. Ceremonies on Monday do at . . .
   a. Classroom   c. Canteen
   b. Teacher Office   d. Field
7. I go to school by . . .
   a. Bike   c. Plane
   b. Ship   d. Helicopter
8. We are .. . MTs. Al- Hasanah
   a. Students   c. Doctors
   b. Teachers   d. Artists
9. Students have to wear uniform to go to . . .
   a. Party   c. Mall
   b. Bed   d. School
10. Students need . . . to write a letter
    a. Stamp   c. Coin
    b. Pen   d. Glue

11. My teacher writes in the. . . by using a marker
    c. Whiteboard   c. Chalk
    d. Floor   d. Map

12. The students sit on the . . .
    a. Table   c. Chair
    b. Cupboard   d. Wall

13. There is a . . . of Indonesia on the class wall.
    a. Map   c. Globe
    b. Book   d. Noticeboard

14. The . . . in the library is used to placed the books based on type of it.
    a. Table   c. Bookshelf
    b. Book   d. Chair

15. Beside reading a book, the students also can read . . . in the library.
    a. Magazine   c. Map
    b. Book   d. Globe

16. The uses of the . . . is to know location of countries.
    a. Globe   c. Magazine
    b. Book   d. Newspaper

17. A . . . works in the library
    a. Teacher   c. Librarian
    b. Security   d. Headmaster

18. The students usually have an experiment in . . .
    a. Classroom   c. Laboratory
    b. Library   d. Office

19. . . . is the place to borrow some books at school.
    a. Canteen   c. Library
    b. Classroom   d. Teacher Office

20. Rani is a student. She bring a . . .
    a. Book   c. Belt
    b. Ice cream   d. Televison

Post test I Answer Key

1. D

2. B

3. B

4. A

5. C

6. D

7. A

8. A

9. D

10. B

11. A

12. C

13. A

14. A

15. A

16. A

17. C

18. C

19. C

20. A

APPENDIX XVI

Students' Score In Cycle I (Post Test I)

The Result of Students Vocabulary in the 1st Cycle

No	Respondents	Score	Passing Grade of Students (≥75)
31.	AR	20	Unsuccessful
32.	AH	65	Unsuccessful
33.	AN	100	Successful
34.	AM	85	Successful
35.	AA	95	Successful
36.	CP	65	Unsuccessful
37.	DS	70	Unsuccessful
38.	DA	90	Successful
39.	FS	90	Successful
40.	FR	90	Successful
41.	SS	90	Successful
42.	FA	95	Successful
43.	HM	95	Successful
44.	NM	75	Successful
45.	RA	65	Unsuccessful
46.	FN	100	Successful
47.	SN	90	Successful
48.	NE	85	Successful
49.	MS	100	Successful

50.	MI	60	Unsuccessful
51.	SN	100	Succesful
52.	WD	70	Unsuccessful
53.	NL	65	Unsuccessful
54.	MS	75	Successful
55.	SA	55	Unsuccesful
56.	SY	40	Unsuccesful
57.	TH	60	Unsuccessful
58.	TL	55	Unsuccessful
59.	U	40	Unsuccessful
60.	WS	55	Unsuccessful

APPENDIX XVII

Test Instrument and A nswer Key in Cycle II (Post Test II)

SOAL POST TEST II

1. I save my pictures and other file in the. . .
   a. Book   c. Cupboard
   b. Magazine   d. Computer
2. I put my clothes, pants, socks, and underwear in the . . .
   a. Bed   c. Cupboard
   b. Bag   d. Bed
3. My brother often watch. . . . in the evening.
   a. Magazine   c. Television
   b. Newspaper   d. Radio

4. My grandmother always hear . . . in the morning

   a. Radio   c. Magazine

   b. Television   d. Newspaper

5. I save my pictures and other file in the. . .

   a. Book   c. Cupboard
   b. Magazine   d. Computer
6. I put my book in the . . .

   a. Bookshelf   c. Cupboard

   b. Bag   d. Computer

7. I dry my body with . . .

   a. Paper toilet   c. Soap

   b. Towel   d. Shower

8. I use a. . . to brush my teeth.

   a. Soap   c. Shampo

   b. Towel   d. Toothbrush

9. I wash my hair with . . . everyday.

   a. Shampo   c. Toothpaste

   b. Soap   d. Toothbrush

10. My mother puts vegetable, meat, and egg into the. . .

a. Fridge   c. Stove

b. Rice cooker   d. Toaster

11. I bake the cookies in the. . .

a. Fridge   c. Toaster

b. Oven   d. Rice cooker

12. I use a . . . to chop the vegetables.

a. Knife   c. Fork

b. Spoon   d. Glass

13. Ridho is a chef. He makes . . .

a. Shoes   c. BBQ

b. Belt   d. Bag

14. This room is dark, please turn on the . ..

a. door   c. Television

b. Lamp   d. AC

15. You can find . . . in your kitchen

a. pillow   c. Chairs

b. television   d. Stove

16. I tidy my . . . every morning.

a. Pillow   c. Blanket

b. Bed   d. Clothes

17. This room is hot, please turn on the . . .

a. Door   c. Lamp

b. AC   d. Television

18. Dita calls a . . . for cut grass in her garden.

a. Gardener   c. Speaker

b. Farmer   d. police

19. We buy a book in a . . .

a. Supermarket   c. Bookstore

b. library   d. Music Studio

20. I plant many flowers at the . . .

    a. Living room   c. Kitchen

    b.Bathroom   d. Bed room

Post Test II Answer Key (Cycle II)

1. D

2. C

3. C

4. A

5. D

6. A

7. D

8. D

9. A

10. C

11. B

12. A

13. C

14. B

15. D

16. B

17. A

18. A

19. C

20. C

APPENDIX XVIII

Students' Score In Cycle II (Post Test II)

The Result of Students Vocabulary in the 2nd Cycle

No	Respondents	Score	Passing Grade of Students (≥75)
31.	AR	75	Successful
32.	AH	65	Unsuccessful
33.	AN	75	Successful
34.	AM	80	Successful
35.	AA	95	Successful
36.	CP	75	Successful
37.	DS	80	Successful
38.	DA	80	Successful
39.	FS	85	Successful
40.	FR	95	Successful
41.	SS	60	Unsuccessful
42.	FA	90	Successful
43.	HM	95	Successful
44.	NM	80	Successful
45.	RA	70	Unsuccessful
46.	FN	100	Successful
47.	SN	95	Successful
48.	NE	80	Successful
49.	MS	90	Successful

50.	MI	90	Successful
51.	SN	95	Succesful
52.	WD	65	Unsuccessful
53.	NL	85	Successful
54.	MS	85	Successful
55.	SA	75	Succesful
56.	SY	75	Succesful
57.	TH	80	Successful
58.	TL	70	Unsuccessful
59.	U	70	Unsuccessful
60.	WS	90	Successful

APPENDIX XIX

The Students' Attention List during the Research

No	Name of Students	Meeting					
		1	2	3	4	5	6
1.	Adila Ramadhan Lubis	√	√	√	√	√	√
2.	Afida Hafizha Lubis	√	√	√	√	√	√
3.	Afifah Nabila	√	√	√	√	√	√
4.	Akbar Maulana Situmorang	√	√	√	√	√	√
5.	Aulia Abdi Rusli	√	√	√	√	√	√
6.	Chandy Pratama	√	√	√	√	√	√
7.	Dinda Sahira	√	√	√	√	√	√
8.	Dita Aprillia	√	√	√	√	√	√
9.	Fanny Soraya Dalimunthe	√	√	√	√	√	√
10.	Farhan Rais	√	√	√	√	√	√
11.	Sandi Syarif Pratama	√	√	√	√	√	√
12.	Fatimah Az-Zahra	√	√	√	√	√	√
13.	Herlina Maharani	√	√	√	√	√	√
14.	Nahya Mulisya	√	√	√	√	√	√
15.	Rio Ardiaansyah	√	√	√	√	√	√
16.	Fina	√	√	√	√	√	√
17.	Syahrul Nugroho	√	√	√	√	√	√
18.	Nur Eliana Nabila	√	√	√	√	√	√
19.	M. Samir Ramdhan	√	√	√	√	√	√
20.	M. Ikhsanul Akmal	√	√	√	√	√	√

21.	Siti Nur Habibah	√	√	√	√	√	√
22.	Wulan dari	√	√	√	√	√	√
23.	Ningrum Larasati	√	√	√	√	√	√
24.	M.Syafiq Arif	√	√	√	√	√	√
25.	Syarifuddin Yafis	√	√	√	√	√	√
26.	Windi Sariani	√	√	√	√	√	√
27.	Timbul Halomoan	√	√	√	√	√	√
28.	Tina Larasati	√	√	√	√	√	√
29.	USMAN	√	√	√	√	√	√
30.	Sartika Ayu	√	√	√	√	√	√

APPENDIX XX

Students' Name and Initial

No	Name of Students	Initial
1.	Adila Ramadhan Lubis	**AR**
2.	Afida Hafizha Lubis	**AH**
3.	Afifah Nabila	**AN**
4.	Akbar Maulana Situmorang	**AM**
5.	Aulia Abdi Rusli	**AA**
6.	Chandy Pratama	**CP**
7.	Dinda Sahira	**DS**
8.	Dita Aprillia	**DA**
9.	Fanny Soraya Dalimunthe	**FS**
10.	Farhan Rais	**FR**
11.	Sandi Syarif Pratama	**SS**
12.	Fatimah Az-Zahra	**FA**
13.	Herlina Maharani	**HM**
14.	Nahya Mulisya	**NM**
15.	Rio Ardiaansyah	**RA**
16.	Fina	**FN**
17.	Syahrul Nugroho	**SN**
18.	Nur Eliana Nabila	**NE**
19.	M. Samir Ramdhan	**MS**
20.	M. Ikhsanul Akmal	**MI**
21.	Siti Nur Habibah	**SN**

22.	Wulan dari	**WD**
23.	Ningrum Larasati	**NL**
24.	M.Syafiq Arif	**MS**
25.	Syarifuddin Yafis	**SY**
26.	Windi Sariani	**WS**
27.	Timbul Halomoan	**TH**
28.	Tina Larasati	**TL**
29.	USMAN	**U**
30.	Sartika Ayu	**SA**

APPENDIX XXI

PHOTOGRAPHY EVIDANCE

Picture 1 : The reseacher explain Homophone Game

Picture 2 : the researcher check the students" task

Picture 3 : the students Classificed the Words

Picture 4 : the researcher explain about material

Picture 5 : the end teaching

Autobiography

Name : MARINA

Student Number : 34.14.3.015

Place/ Date of Birth : Sinar Maghrib, July 29th 1996

Sex : Female

Address : Jl. Bukit Lawang Kec. Bohorok

Name of Father : Poniman

Name of Mother : Wantina

Education Background

1. Primary School at MIS BUKIT LAWANG

2. Junior High School at MTs Negeri 1 Bohorok

3. Senior High School at SMA Negeri 1 Bohorok

4. Student of English Department Faculty of Tarbiya Science and Teachers"

   Training

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. William Iskandar Pasar V Medan Estate 20371 Telp. (061) 6615683-6622925 Fax. 6615683
Website : www.fitk.uinsu.ac.id   e-mail : fitk@uinsu.ac.id

Nomor   : B-6393/ITK/ITK.V.3/PP.00.9/06/2019   Medan, 17 Juni 2019
Lampiran : -
Hal   : Izin Riset

Yth.Ka. MTS NEGERI 1 DELI SERDANG

Assalamu'alaikum Wr Wb

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah Dan Keguruan UIN Sumatera Utara Medan, adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

NAMA   : MARINA
T.T/Lahir   : Sinar Magrib, 29 Juli 1996
NIM   : 34143059
Sem/Jurusan : X / Pendidikan Bahasa Inggris

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksana Riset di MTS NEGERI 1 DELI SERDANG guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul :

"IMPROVING THE STUDENTS PRONOUNCIATION THROUGH HOMOPHONE GAMES AT SAVENT GRADE OF MTS NEGERI 1 DELI SERDANG"

Demikian kami sampaikan, atas bantuan dan kerjasamannya diucapkan terima kasih.

Wassalam
An.Dekan
Ketua Jurusan PBI

Dr. Sholihatul Hamidah Diy, M.Hum
197506222003122002

Tembusan:
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan