

**THE USE OF HOMOPHONE GAMES ON STUDENTS' VOCABULARY  
IN ENGLISH CLASSES AT TENTH GRADE STUDENTS OF  
MADRASAH ALIYAH NEGERI 2 MODEL MEDAN**

**A THESIS**

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul “The Use of Homophone Games on Students' Vocabulary in English Classes at Tenth Grade Students of Madrasah Aliyah Negeri 2 Model Medan” adalah karya sendiri. Pengutipan yang terdapat dalam skripsi ini dilakukan dengan cara-cara yang sesuai dengan etika keilmuan. Atas pernyataan ini, saya bersedia menerima sanksi sesuai dengan peraturan perundang-undangan yang berlaku apabila suatu hari nanti ada pihak lain yang keberatan terhadap keaslian skripsi saya ini atau ditemukan bukti yang sangat kuat adanya unsur plagiasi atau penjiplakan dan pengutipan yang melanggar etika keilmuan.

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Yang membuat pernyataan

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## ABSTRACT

This research that has been conducted entitled “The Use of Homophone Games on Students’ Vocabulary in English Classes at Tenth Grade Students of MAN 2 Model Medan with the background that in the process of learning English using games, all students are required to master vocabulary. Because vocabulary is very important and becomes the main capital for learning sentence structure and other skills in language. With many students mastering vocabulary, these students do not find it difficult to follow the learning process. But for students who do not master vocabulary, this becomes an obstacle for them. Vocabulary learning that only contains material will bore students so that the game teaching method is used so that students are more interested in learning. So this study aims to determine the use of homophone games on students' vocabulary through the learning process carried out and the obstacles faced by the teacher when teaching.

The research methodology in this study used a qualitative method where the data collected by the researcher is based on the results of interviews and also direct observation by the researcher.

The results obtained by the researchers are that the use of the games method on students' vocabulary is very good. The results of this study also found the process of learning vocabulary through homophone games, namely in the preparation, introduction, core learning activities, and closing categories as well as the obstacles faced by teachers when teaching vocabulary with homophone games such as the school environment, student characteristics, and also in delivering the material.

Based on findings of the above research, it can be concluded that in learning English vocabulary using homophone games is very effective, because using games is very fun and fits the characteristics of students as novice learners.

**Keywords:** *Homophone Games, Process and Obstacle of Learning and Teaching Vocabulary, Vocabulary*

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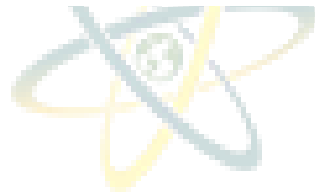
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