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

A THESIS

Submitted to the Faculty of Tarbiyah and Teacher's Training State Islamic University of North Sumatera Medan as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd.)

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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

First of all praise the reseacher say to Allah SWT. because thanks to His grace, reseacher is still given health and time so that reseacher can complete this *skripsi*. Peace and gratitude reseacher say to Prophet Muhammad SAW. who brought us all from the dark ages to the age that was illuminated by science, hopefully someday we will be placed in the same place as him. Reseacher realizes that scientific writing in the form of this *skripsi* is still far from perfection, so it still needs improvement and positive criticism for reseacher. Reseacher hopes that this *skripsi* can be useful and be a good deed for the reseacher.

The completion of the preparation of this *skripsi* is an integral part of hard work, persistence, patience, prayer support, encouragement, support, guidance, and assistance from various parties. It is appropriate and appropriate, if researcher expresses his gratitude and highest appreciation to all those who have contributed to the researcher. Therefore, the researcher would like to show the gratitude for these following people:

1. Prof. Dr. Syahrin Harahap, M.A., as the Rector of State Islamic University of North Sumatera Medan.
2. Dr. Mardianto, M.Pd., as the Dean of Faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatera Medan.
3. Yani Lubis, S.Ag., M.Hum., and Ernita Daulay, S.Pd., M.Hum., as the Head of English Education Department and the Secretary of English Education Department.
4. Drs. Rustam, MA., and Emeliya Sukma Dara Damanik, M.Hum., as the reseachers' first and second Advisor who has given valuable time to help and guide the researcher in finishing this *Skripsi.*
5. Prof. Dr. Didik Santoso, M.Pd., as the researchers' academic lecturer who has guide the researcher from semester one until now.

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6. Parianto and Ponisem as the researchers' parents, Ryan Dwi Pradana, S.E as researchers' brother and Ririn Tri Pradilla, S.Pd, as researchers' sister who always support the researcher to finishing this *Skripsi.*
7. Bobby Khoir Nanda, Fikri Nur Ardiansyah, Yoga Febriyansa, Indah Puspa Wijaya Zebua, and Geral Aditya as the researcher best friend who always support and give advance for the researcher finishing this *Skripsi.*
8. The researchers' beloved friends who called SIBLING "Ahmad Husein Nasution, Muhammad Zakky Mubarak, Guntur Alamsyah, Chairunnisa, Azura Srikandi, Anggi Syariah Hasibuan, Nurrizka Sitorus, Muhammad Wahyu Fitrian, Larassanti Sukmawan, Siska Ayu Ningsih Sitorus, Khairunnisa Nasution, Luthfi Muharisi, Muhammad Rizky Purba, Imam Yusril Muttaqin who always support the researcher in various ways.
9. The researchers' friends Fitri Amalia, Nur Afifah Nabila Putri, Afifah Husnaini, Rizky Viola, Abdul Malik Harahap, Intan Vinanda Kusman, Ayub Kodri, Tania Rozika, Wulan Arinjani, Yogi Febrian, Syafira Azzahra, Ikhsanul Hakim, Rizky Ananda Sipahutar, Muhammad Amin, Nurbayty, Muhammad Arif Fahreza, Yafda Santany, Rizky Pratama, Nur Rizki Ababil, Sri Dewi Saputri, and Liza Chairunnisa who always support and give adivice for researcher.
10. The researchers' friends at TBI - 3 2018 and all of TBI 2018 who has accompanied, helped, and gave a meaningful life of college to the researcher throught out the years.

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Hopefully for all the prayers, support, guidance, encouragement, and assistance that has been given by all parties above, you will get abundant rewards from Allah SWT.

Medan, May, 3rd 2022
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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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