

CHAPTER I

INTRODUCTION

A. The Background of the Problem

In learning English, there are several skills that need to be known and mastered, namely writing, listening, speaking and reading. Listening and reading are language understanding while speaking and writing are language production, apart from these 4 skills there are several important elements that need to be known to develop English language skills, namely vocabulary, structure, pronunciation and spelling. Among the four elements there are some difficult things, namely about pronunciation because the correct and clear pronunciation of English words will make people understand what we are saying otherwise if the pronunciation of the word or phrase is wrong it will make other people misunderstand what we are saying .

Pronunciation is related to two interrelated skills between speaking comprehension and fluency in speaking. English is an international language or can be called a lingua franca which means that English is used by many countries and English from many countries has different accents. How to identify a person is native or non-native, we can see when they speak and produce production in terms of vocabulary, spelling and also pronunciation. For example, the word "grass" can be pronounced in a different way that has been defined, as in British English the word "rumput" is pronounced /gra:s/ while in American English the word "rumput" is pronounced /græs/¹

The pronunciation of the requested word does not have to be the same as the pronunciation of a native English speaker. So what we must has to do here is pronounce the word that can be easily understood by other people. When the students want to improve the way they pronounce English words, they must learn to improve their thinking about speech sounds such as stress patterns, rhythms and also English syllables correctly. However, directions for pronouncing English words correctly are something that is sometimes overlooked in teaching English.

English learners need to have the correct pronunciation to make them become like a native speakers. The students who can be categorized as good pronunciation is the correct pronunciation

¹ Agus Salim And Liza Narasima, "Enhancing The Students ' Pronunciation Using" 8, no. 1 (2020): 20–28.
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of English consonants and vowels. The most common pronunciations are long vowels and short vowels.

After I conducted an interview on Monday 15 February at 9 am, with an English teacher at MTsN Tanjung Pura and conducted an interview test for two the students at second grade and I gave the English text then I asked them to read the text. There are some information and things that I found about the problems of learning English for the students, English teachers only focus on English in general and pay less attention to English pronunciation, but researcher find out that students can spell English words but the pronunciation is still low so students have difficulty pronouncing English words correctly which was indicated by several indicators: 1) the student had an incorrect pronunciation when pronouncing the same English word; 2) the students didn't understand pronunciation; 3) the students had difficulty pronouncing English words; 4) the students doesn't like English lesson

Gilakjani (2011) said that ESL students have difficulty learning pronunciation and they are not interested because the teacher does not provide motivation and does not find the right solution in helping students pronounce the word, so a teacher needs to find a strategy or appropriate teaching material in an effort improve student pronunciation in ESL class.²

There are many strategies that can improve the students' pronunciation of English words, which is the homophones' game, with a strategy like this it can make the students improve their pronunciation more relaxed and fun, because games can make certain lessons easy to understand and can provide motivation for the students improve vocabulary pronunciation correctly and are not stressful.

The Homophones' game is about words which are same pronunciation but the meaning is different. Homophones are a kind of homonym, sometimes homonyms are used when there are homophone words that have the same spelling but have different meanings, such as these words can be spelled the same, such as know (tahu) and no (tidak).

² Priscilla Shak, Chang Siew Lee, and Jeannet Stephen, "Pronunciation Problems : A Case Study on English Pronunciation Errors of Low Proficient Students" 04 (2016): 25–35. P, 28

Based on the explanation above, I am very interested to do a research entitled the effect of homophones' game strategy on the students English pronunciation mastery at the second grade students of MTsN Tanjung Pura.

B. The Problem of the Research

Based on the background of the study, there is one of the issues to be solved in this research as the following:

Does homophones' game strategy has the effect on the students English pronunciation mastery at the second grade students of MTsN Tanjung Pura?

C. The Objective of the Study

To find out does homophones' game strategy has the effect on the students English pronunciation mastery at the second grade students of MTsN Tanjung Pura.

D. The Significance of the Study

This research is expect of provide benefits to the English teachers, students and other researchers, it is state as follows:

1. For the English teachers, the results of this study can be used as information to improving the students' English pronunciation, especially at the junior high school level with the homophone game.
2. For the students, through this research the students can find ways to improve their English pronunciation.

For the future researchers, this research can used as a reference source with different strategies and languages.