



**IMPROVING THE STUDENTS' PRONUNCIATION TROUGHT
HOMOPHONE GAMES AT THE SECOND GRADE STUDENTS OF SMA
ASUHAN DAYA MEDAN**

THESIS

*Submitted to the Faculty of Tarbiyah Science and Teachers Training, UIN-Su Medan
as a partial Fulfilment of the requirement for the (Degree of Sarjana Pendidikan) S-1
Program*

BY:

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FACULTY OF TARBIYAH SCIENCE AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
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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.

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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.

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ABSTRACT



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IMPROVING THE STUDENTS' PRONUNCIATION THROUGH HOMOPHONE GAMES AT THE SECOND GRADE STUDENTS OF SMA ASUHAN DAYA MEDAN

Thesis: Department of English Education, Tarbiyah and Teacher Training Faculty. State Islamic University of North Sumatera (UIN-SU), Medan. 2018.

Keywords : Pronunciation, Homophone Games ,improvement

This researcher was conducted by using Classroom Action Research (CAR) this researcher aimed to improve the Students'Pronunciation trough homophone games (H.G) as strategy. The subject of this research was the Eleventh Grade of IPS-2 SMA AsuhanDaya Medan Academic years 2018/2019 which consisted of 38 students. This research was conducted in two cycle which every cycle consisted og two meetings. the instruments of collecting data were quantitative data (pronunciation test) and qualitative data (observation, interview, diary notes, and documentation).

Based on the pronunciation test, the students' score kept improving in every cycle In the Pre Test, there were 10 students (26.32%) who passed the test. In the Post Test I, there were 27 students (71.05%) who passed the test. In the Post Test II, there were 31 students (81.57%) who passed the test. From the students' score in every cycle, it was could be concluded that the students score keep improve in ever cycle.

Based on the analyzed of observation sheet, interview, and diary notes, it was could be concluded that the learning process run well and the students were active, enthusiastic and interested in learning pronunciation. **“the result of the research showed that homophone games significantly could improve the students' pronunciation at the Eleventh Grade SMA AsuhanDaya Medan”.**

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The aim of finishing this thesis is partial fulfillment of therequirement for S-1 program English Departmmnt. Tarbiyah and Teachers Training, The State Islamic Ununiversity of North Sumatera. The writer conducts this thesis under the tittle “**Improving the Students’ Pronunciation Trough Homophone Games at the Second Grade Students of SMA AsuhanDaya Medan.** Writing this thesis is not easy. It spends much time and energy to complete it. Without helping and encouragement from the people , this thesis would not be completed. I realized that would never finish this thesis without helping of some people around me therefore, I wold like to express my sincere grattitude to:

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CHAPTER I

INTRODUCTION

A. Background of the study

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.

In Al-Qur'an (Q.S Al-Muzzammil:4)¹

أَوْ زِدْ عَلَيْهِ وَرَتِّلِ الْقُرْآنَ تَرْتِيلاً (٤)

“Or a little more. And recite the Qur'an slowly and meditatively” (Q.S Al-Muzzammil:4).

The important this research, that in senior high school the students have low ability in pronunciation, 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 him self in the language in speech in other the learners communicatively in using the language.

¹¹Departemen Agama RI, *Al-Qur'an dan Terjemahannya* (Bandung: PT Syaamil Cipta Media, 2005), p. 574.

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 .

In English pronunciation, each vowel letter can be pronounced with different sound. There are only five vowel letters, but there are many more vowel sound. The most common pronunciation are the *long vowels* and the *short vowels*.

There are many interesting strategy that can be applied to serve the pronunciation in the class; one of them is Homophone Games. 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.

Based on the interview with English teacher at tenth grade of SMA AsuhanDaya Medan. There are some information that the most difficult material which is taught to the students is about pronunciation. The students also have difficulties to differentiate same pronunciation in English speaking it is indicate through the following indicators : 1) the students have low differentiate same pronunciation in English speaking ; 2) they do not understand about pronunciation ; 3) the students have less games in pronunciation; 4) the students have less motivation from the teacher, the point is the students don't like the material and they get difficulty to differentiate same pronunciation without game.

Thus, to solve these problem, the teacher can use game. The aim of using a game is to make of the particular lesson easy and motivate students to learn and to understand. There are many factors that can improve the student's ability and make them easy to understand in pronunciation such as motivation, interest in studying English, and one of the important points in English teaching is a game.

Games 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 Games 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.

B. Problem Statements

Based on the background of the study, some problems have been stated as the following:

1. Teaching speaking only focuses on the theory of pronunciation , it does not support the students to speak as much as possible.

2. The students get difficult in the learning of same pronunciation, without understands about vowels.

C. Research Question

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 Games?
2. How is the improvement of the students' pronunciation of English short vowels through Homophone Games?

D. Purposes of the Study

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.

E. Significance of the Study

It is expected that the finding of the study will be significant information for teachers of English in general and for the teachers of English in senior high school in particular. Games can teach this much in the early stages of childhood development, then surely, games could be used in my foreign language classroom for teenagers

who were learning to talk, just as they do for toddlers. This paper will explore the relevance of games use in schools, their educational value, as well as how to develop and use games in foreign language classroom.

F. Limitation of the Study

The scope of the study is limited on the application of Homophone Games in improving the students' pronunciation, focused on the students' English long vowels and English short vowels.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Frame work

A.1. Homophone

Homophone are words that share the same pronunciation, yet differ in spelling and meaning (e.g, flower and flour ; Davis &Herr, 2014)².

Homophone are two or more words that sound alike but that are spelled differently and have different meanings. Here are a few homophone pairs: *deer* and *dear*, *billed* and *build*, and *sew*, *so*, and *sow*³.

The examples in English homophones are as follows:

a. Dear /diə/ and deer /diə/

- Dear /diə/ is referring to loved somebody.
- Deer /diə/ is any several types of animal with long legs and a graceful appearance that eat grass, leaves and can run quickly.

²International journal of research in marketing, (2017), Vol.34, No.3, P.286-301

³RippelMarie."How to Teach Homophone" (www.all-about-homophone.com, accessed on February 14,2018)

- b. Two / tu:/ and too / tu: /
- Two / tu: / is the number between one and three
 - Too / tu: / is another way of saying as well.
- c. Steal / sti:l / and steel / sti:l/
- Steal / sti:l / is a thief does this
 - Steel / sti:l / a hard strong metal
- d. Poor / po:r / and pour / po:r ?
- Poor / po:r / is having very little money
 - Pour / po:r / is flow in continuous stream
- e. Cent / sent / and scent / sent /
- Cent / sent / is one 100th part of main unit of money
 - Scent / sent / is smell
- f. Dam / dæm / and damn /dæm/
- Dam /dæm/ is wall bilt to keep back water
 - Damn /dæm/ is used for showing anger

Homophone are words that have the same pronunciation, but different meaning *and writing*⁴.

For example :

a. See and Sea [si/]

I *see* him every morning.

We went to the *sea* last holiday.

b. Peace and Piece [pi:s/]

There is a long period of *peace* after the war.

I give you a *piece* of my heart.

c. Ice and Eyes [ais/]

She ordered *ice* tea in that restaurant.

Ken has beautiful *eyes*.

These contrasts demonstrate the rules (in each column, first short, then long):⁵

⁴NovidewiAyusari, *Common Mistake in English*, (Yogyakarta: Brilliant Books, 2005) ,p.157.

⁵”*Long and Short English Vowels*” (<http://www.englishhints.com/english-vowels.html>, accessed on February 19,2018)

A: short	A: long	A: short	A: long
Back	Bake	can	cane
snack	snake	plan	plain/plane
fad	fade	tap	tape
mad	made/maid	at	ate
Sam	same	cat	Kate
E: short	E: long	E: short	E: long
bed	bead	Bet	beat/beet
Ben	bean	Met	mete/meat/meet
men	mean	pet	Pete
ten	teen	set	seat
I: short	I: long	I: short	I: long
lick	like	fin	fine
hid	hide	shin	shine
slid	slide	bit	bite
dim	dime	lit	light/lite
Tim	time	sit	sight/site
O: short	O: long	O: short	O: long
Rob	Robe	Cot	Coat
hop	hope	not	note
mop	mope	rot	rote/wrote
U: short	U: long	U: short	U: long

cub	cube	cut	cute
tub	tube	flutter	flute
hug	huge	mutter	mute

Homophones are like that: meet them all at once and they get tangled up in your brain. Trying to tackle a homophone pair like *wait* and *weight* in the same lesson can cause confusion where there shouldn't be any⁶. But this simple strategy can combat the confusion :

In the case of *wait* and *weight*, teach *wait* first. In the all about spelling program, we teach words containing AI long before we teach words containing EIGH and we do so very very deliberately. The vowels team AI is a much more common spelling of the long A sound than EIGH, so *wait* is taught sooner in the program.

After teaching the word *wait*, we reinforce the teaching in multiple ways until the word is mastered:

- *Wait* is included in sentence dictation. The students spells the word *wait* in the context of dictated sentences
- *Wait* is included in the word banks. The students reads from the word banks frequently so he can get familiar with how the word looks.

⁶RippelMarie."How to Teach Homophone" (<http://www.all-about-homophone.com>, accessed on February 14,2018)

- *Wait* is on a word card, and that word card is review frequently until it is mastered and retired

A.2. Games

Games is one of media. That is used effectively in learning English. ArifKurniawan said that games is kinds of learning media which has highly value for education and experience. For the participant students and makes students can communicate fluency than thinking what is from/ pattern of the language. Games also is very good to help increasing knowledge and linguistic skills⁷.

AmanYurisaldi said game is important media. It is very good for education learning media. The term is called out edutainment. Here, his reason to use game as for learning process⁸.

1. Games can increase students' attention and focus in learning process.
2. Games made students more active in study.
3. Games practice students more active, anthusiasm to study by giving suitable response.
4. Games give good motivation to the learners.
5. Games accustome diligence, patient and create the spirit to get the goal for the learners.

⁷AriefKurniawan. 2007. *BelajarBahasaInggrisMelaluiPermainan* . Jakarta Timur. P.10

⁸ArmanYurisdal. 2010. *MetodeAktifitasOtak*. PustakaWidyatama: Yogyakarta. P.65

6. Games help activated reward and create positive thinking to learning process
7. Games help to appear effective and efficient attitude while study in group.

Games have a great educational value and it can be used in the classroom to make learners use the language instead of just thinking about learning the correct forms. Games encourage learners to interact, cooperate, to be creative and spontaneous in using the language in a meaningful way. Learners want to take part in activities; to play games and are generally quite competitive in order for them to take part they must be able to understand and communicate in the target language. Games also encourage learners to keep interested in the work and a teacher can use them to create contexts in which the language is useful⁹.

Educational games are games explicitly designed with educational purposes, or which have incidental or secondary educational value. All types of games may be used in an educational environment. Educational games are games that are designed to help people to learn about certain subjects, expand concepts, reinforce development, understand a historical event or culture, or assist them in learning a skill as they play. Game types include board, card, and video games. An educational game is a game designed to teach humans about a specific subject and to teach them a skill. As educators, governments, and parents realize the psychological need and benefits of gaming have on learning, this educational tool has become mainstream.

⁹Anne and Louse de with. “*Using Games in the English Secondor Foreign Language Classroom*”. ([http: www.witslanguageschool.com/NewsRoom/](http://www.witslanguageschool.com/NewsRoom/), accessed on February 14,2018)

Games are interactive play that teach us goals, rules, adaptation, problem solving, interaction, all represented as a story.¹⁰

W.R. Lee holds that most language games make learners use the language instead of thinking about learning the correct forms (1979:2). He also says that games should be treated as central not peripheral to the foreign language teaching program. A similar opinion is expressed by Richard-Amato, who believes games to be fun but warns against overlooking their pedagogical value, particularly in foreign language teaching. There are many advantages of using games. “games can lower anxiety, thus making the acquisition of input more likely”(Richard- Amato 1988:147). They are highly motivating and entertaining, and they can give shy students more opportunity to express their opinions and feelings (Hansen 1994:118)¹¹

The use of games in the class time, Lewis (1999) said that games:

1. Games are fun and children like to play them. Through games children experiment, discover, and interact with their environment
2. Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. Games can provide this stimulus.
3. The games context makes the foreign language immediately useful to the children. It brings the target language to life.

¹⁰Wiki Pedia. “*Education Games*”. (<http://en.m.wikipedia.org> , accessed on March 16, 2018)

¹¹Uberman Agnieszka. “*The Use of Games for Vocabulary Presentation and Revision*”. (<http://www.teflgames.com/why.html>, accessed on February 14, 2018)

4. The games make the reasons for speaking plausible even to reluctant children.
5. Through playing games, students can learn English the way children learn their mother tongue without being aware they are studying; thus without stress, they can learn a lot.
6. Even shy students can participate positively.

A.3. How to Play Homophone Games

There are some steps of Homophone Games in its implementation ,They are:

- a. Before giving the games, the teacher will explain 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 into small group that consist of 3 or 4 members. Every group has a leader who will choose the first player from his/her member.
- c. The teacher will ask the students or first players to stand on a chair facing the board (about 3 or 4 meters).
- d. The teacher will write the blank sentences and choices of homophone words e.g.
Fill in the blanks with the correct word: a. road, b. rode, c. two, d. to.
- e. The first player will run up to the board to answer the question by pronouncing.

- f. The first player will be change by the second player until all the members will get chance.
- g. The teacher will give the point for the group who can answer the question truly.
- h. The winner is the highest point

A.4. Definition of Pronunciation

Pronunciation in language learning, on the other hand, is the practice and meaningful use of the targetlanguage phonological features in speaking, supported by practice in interpreting those phonologicalfeatures in a targetlanguage discourse that one hears” (Burgess and Spencer, 2000:191-192).

In Al- Qur’an (Q.S Al- Qiyamah:16-17)¹²

تَحْرُكْ بِهٖ لِسَآءَ اَنَّا لَتَعَجَّلْ بِهٖ (لَا عَلَآءَ لَهٗ جُؤْ قُرْ اَنَّهُ (١٧)

“Move not your tongue with it, [O Muhammad], to hasten with recitation of the Qur'an (16). Indeed, upon Us is its collection [in your heart] and [to make possible] its recitation (17)” (Q.S Al- Qiyamah:16-17).

Pronunciation refers to the pronunciation of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation,

¹²Departemen Agama RI, *Al-Qur’an dan Terjemahannya*(Bandung: CV Penerbit J-ART, 2004), p. 557.

phrasing, stress, timing, rhythm (supra segmental aspect), how the voices projected (voice quality) and, in its broadest definition, attention to gestures and expression that are closely related to the way we speak a language, Each of these aspects of pronunciation is briefly outlined below, and references for further study are suggested.¹³

According to Lynda Yates and Beth Zielinski, “pronunciation refers to how we produce the sounds that we use to make meaning when we speak. It includes the particular consonants and vowels of a language (segments), aspects of speech beyond the level of the individual segments, such as stress, timing, rhythm, intonation, phrasing, (suprasegmental aspects), and how the voice is projected (voice quality).

Although we often talk about these as if they were separate, they all work together in combination when we speak, so that difficulties in one area may impact on another, and it is the combined result that makes someone’s pronunciation easy or difficult to understand” (Yates and Zielinski, 2009: 11).

Helen Fraser claimed that pronunciation “includes all those aspects of speech which make for an easily intelligible flow of speech, including segmental articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact.

Pronunciation is an essential ingredient of oral communication, which also includes grammar, vocabulary choice, cultural considerations and so on” (Fraser, 2001: 6).

¹³Adult Migrant English Program Research Center *Pronunciation I*, 2002, p.1

Furthermore, Christiane Dalton and Barbara Seidlhofer state that "we can define pronunciation in general terms as the production of significant sound in two senses. First, sound is significant because it is used as part of a code of a particular language; and so, we can talk about the distinctive sounds in English, French Thai and other languages. In this sense, we can talk about pronunciation as the production and perception of sounds of speech. Second, sound is significant because it is used to achieve meaning in contexts of use. Here, the code combines with other factors in ensuring that communication becomes possible. In this sense, we can talk about pronunciation with reference to acts of speaking" (Dalton and Seidlhofer, 1994: 4)¹⁴.

Pronunciation is a field in second language acquisition (SLA) which is studied less than the others due to its nature that is more difficult to conduct researches and many different variables interfere with its process such as gender, motivation, field dependence / independence, etc., (Asher & Garcia, 1969). Because of the mother tongue (L1) and negative transfer, Turkish students may find it difficult to acquire the pronunciation of English (Corder, 1992; Liu, 2011; Ringbom, 2007; Demirezen, 2010).

The other reason for not being so efficient in the target language pronunciation lies in the absence of some particular sounds in Turkish sound inventory such as /θ/ and /ð/ (Çelik, 2008). Apart from the inexistence of some particular sounds in some languages, the age of learners also has a great influence on pronouncing the sounds accurately. In this respect, Piske, MacKay & Flege (2001)

¹⁴ Susanna Modesti, "A Study on Teaching English Pronunciation in Primary School in Italy" (Venezia : Università Ca' Foscari Venezia, 2015), p. 8-9.

state that age is the most important predictor in acquiring a foreign language accent. The reason for this case can also be explained through Critical Period Hypothesis (CPH).

According to CPH (Lenneberg, 1967), learners have the disadvantages of starting to learn a language at late ages especially after puberty for the first language. On the other hand, proper pronunciation instruction is another issue that needs to be dealt with in Turkey (Çakır, 2012; Celik, 2008; Demirezen, 2010; Hismanoglu, 2012; Cagiltay, Saran & Seferoglu, 2009). As many of the English language teaching departments at universities do not cover the course of phonetics appropriately, a great number of the teachers may not feel themselves confident with their own pronunciation levels. Therefore, they either prefer not to teach pronunciation or are unable to integrate it into the course properly, which automatically affects the attitudes of learners towards learning it¹⁵.

A.4.1. Teaching Pronunciation

The teaching of pronunciation is carried out in my different ways. And for different reason. Sometimes the whole lessons may be devoted do it, sometimes teachers deal with it simply as it arises. Some teachers like to ‘drill’ correct pronunciation habits, others are more concerned that their students develop comprehensibility with in fluency. No one approach, therefore, is universally applicable.

¹⁵ Journal of Language and Linguistic studies, (2014), Vol.6, No.1 ISSN: 1305 – 578X

As Dalton and Seidlhofer (1994 : 6) write : ‘the task of pronunciation teaching... is to establish models for guidance, not for imitation’. Certainly a native speaker model (it self a complex nation for language like English) is unrealistic for the great majority of learners, and ‘perfection’ an unattainable.

There are, nevertheless, a number of key aspects of pronunciation and the English sound system that a teacher can in principle attend to. Some of them are “bottom-up”, dealing with both forming and hearing sounds as ‘correctly’ as possible, others are ‘top-down’, where a learner’s pronunciation is part of a broader communicative approach.

This is a balance, in other words, between ‘accuracy’ on the hand and ‘intelligibility’ on the other. In brief, these aspects are as follows :

1. Individual sounds, including areas of difficulty for speakers of particular languages (I/r for Japanese, p/b for Arabic speakers, for example), minimal pairs (bit/bat, hit/hate and so on) . this may also be accompanied by ear training, and sometime by teaching students to read the phonemic alphabet useful of course for dictionary work.
2. Word stress, which exhibits a number of key patterns in English.
3. Sentence stress and rhythm. In a stress – timed language like English this is particulary importance, because both ‘regular’ and ‘marker’ stress patterns essentially carry the message of a stretch of speech : hammer (2001 : 193) gives the example of ‘

I lent my sister 10 pounds for a train ticket last week' as spoken with regular stress patterns, and then with varying the stress to emphasize different words. Again, it is useful to link this to listening practice as well.

4. Intonation, significant in conveying messages about mood and intention. We might consider the different meaning in varying the intonation in such a simple sentence as 'that's interesting' : we can sound bored, ironic, surprised, or, indeed, interested.
5. Sound and Spelling , which in English are in a complex relationship.¹⁶

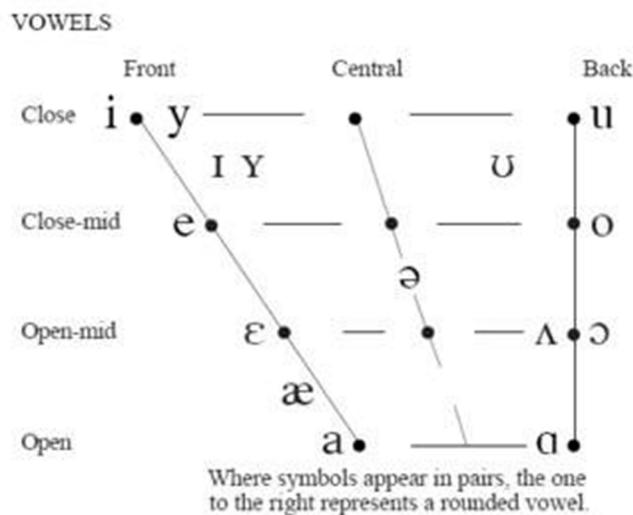
A.5. English Vowels

Vowels are sounds that are produced when the airstream is voiced and is not obstructed but is shaped by the tongue and lips. That is the easiest definition, which is not very precise in some cases, but is sufficient for our purposes. Vowels consisting of one phoneme are called monophthongs. English phonemic chart is composed of seven short monophthongs: /ɪ/, /ʊ/, /e/, /ə/, /ɒ/, /ʌ/, /æ/; and five long monophthongs: /i:/, /u:/, /ɜ:/, /ɔ:/, /ɑ:/. These differ from one another by the shape of lips and the position of tongue which is described in the following diagram. Close, mid and open describe

¹⁶JO McDONOUGH and CHRISTOPHER SHAW, *Materials and Method in ELT*, second Edition, (Berlin, Germany 2003), p.136.

the distance between tongue and the upper part of the mouth. Front, central and back describe which part of the tongue is raised. The lips are most spread during the front, close vowel /i:/ and most rounded during the back, close vowel /u:/.

Vowels form one of the two principal classes of speech sound, the other being that of consonants. Vowels vary in quality, in loudness and also in quantity (length). They are usually voiced, and are closely involved in prosodic variation such as tone, intonation and stress. Vowel sounds are produced with an open vocal tract. The word *vowel* comes from the Latin word *vocalis*, meaning "vocal" (i.e. relating to the voice).¹⁷



Diphthongs consist of two vowels where the first one is stronger than the second one and lasts longer. We can divide them into two groups. Closing diphthongs start with an open or mid vowel and glide towards a closer vowel. These are: /eɪ/, /aɪ/,

¹⁷Wiki Pedia. "Vowel". (<http://en.m.wikipedia.org> , accessed on March 19, 2018)

/ɔɪ/, /aʊ/ and /əʊ/ in RP which is replaced by /oʊ/ in GA. Centring diphthongs glide towards the centre of the chart 11 where the vowel /ə/ lies. These are: /ɪə/, /eə/, /ʊə/. They do not occur in General American. All the diphthongs are shown on the following diagram¹⁸.

Making vowel sounds:

1. Length

The colon (:) following the phonemic symbol signals that the vowel is long (See sound of English). It also depends on whether it is stressed – short vowels may seem longer in a stressed syllable and long vowel may seem shorter in an unstressed syllable.

2. Tongue position

Horizontal (how far forward or back) and vertical (how high or low in mouth)¹⁹.

Forward Back

/i:/ (as in <i>see</i>)	/i:/	/u:/
/u:/ (as in <i>blue</i>)		
/e/ (as in <i>pen</i>)	/e/	/ɔ:/
/ɔ:/ (as in <i>four</i>)		
/æ/ (as in <i>man</i>)	/æ/	/ɒ/
/ɒ/ (as in <i>hot</i>)		

¹⁸ Mariana Navratilova, “ *The Influence of American Media on Pronunciation of Czech Students*” (Brno: Masaryk University born, 2013), p.10-11.

¹⁹ UTS, (2007), “*Pronunciation*”, Sydney: ultimo NSW, P.8 .

High Low

/i:/ (as in <i>see</i>)	/i:/	/æ/
/æ/ (as in <i>man</i>)		
/ɪ/ (as in <i>bin</i>)	/ɪ/	/ʌ/
/ʌ/ (as in <i>fun</i>)		
/u:/ (as in <i>blue</i>)	/u:/	/ɒ/
/ɒ/ (as in <i>hot</i>)		

A.5.1. 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 to James Stuart, Long vowel sounds require the speaker to move the mouth from a closed position to an open one or vice-versa. The speaker's tongue glides into position during pronunciation and is often tense. When pronounced, long vowel sounds share the same pronunciation as vowels when they are pronounced as part of the alphabet²⁰.

Long vowels is the term used to refer to vowel sounds whose pronunciation is the same as its letter name. The five vowels of the English spelling system ('a', 'e', 'i', 'o', and 'u') each have a corresponding long vowel sound /eɪ/, /i:/, /aɪ/, /oo/, /yu/. Long

²⁰ James Stuart, “*Difference Between Long vowels and Short Vowels in English*”, (<https://classroom.synonym.com/difference-vowels-short-vowels-english-8510451.html>, accessed on March 4, 2018).

vowels are generally the easiest vowels for non-native English speakers to distinguish and pronounce correctly²¹.

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

3. / 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/

4. / 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/

5. / 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).

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

6. / ɔ: /

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

e.g. words in homophone: 'fort' / fɔ:t / and 'fourth' / fɔ:θ/

²¹(<https://pronuncia.com/introduction-to-long-vowels/>, accessed on March 4, 2018).

7. / 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 to James Stuart, As the name would imply, short vowels have a much shorter pronunciation than long vowel sounds. Short vowels produce only one sound and do not require the speaker to open his mouth very wide. The speaker's jaw is relaxed and barely moves during the production of short vowel sounds. The speaker's tongue is placed in different positions but is also usually relaxed. Short vowels can occur in stressed syllables, such as "o" in offer, or unstressed syllables, like the first "o" in tomato²².

A short vowel sound is a vowel sound that does *not* follow this rule. When reading a word that uses a short vowel sound, will say the sound that the letter can make that is *not* its actual name. So in the case of “A,” the word “main” might have a long “A” sound because we pronounce the “A” as /ā/, whereas the word “man” has a short vowel sound.²³

²²James Stuart, “*Difference Between Long vowels and Short vowels in English*”, (<https://classroom.synonym.com/difference-vowels-short-vowels-english-8510451.html>, accessed on March 4, 2018).

²³C.Paris, “*Short and Long Vowels Differences and Example*”, (<https://blog.undemy.com> , accessed on March 19, 2018).

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

8. /ɪ/

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/

9. /e/

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

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

10. /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/

11. /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/

12. /ɒ/

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’ /prɒfɪt/ and ‘prophet’ /prɒfɪt/

13. /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/

14. /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/

through role plays where the means of the students score kept improving in every meeting.²⁴

B. Conceptual Framework

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

²⁴Mulia Sari Tanjung (Student number 34123087), “*The Effect of Mimicry Memorization Method and The Students’ Ability in Mastering Pronunciation at MTS Azidin Medan*” .(Faculty of tarbiyah and teacher training, 2016), p. 21.

noticed is pronunciation is considered difficult element method that can be applied in learning pronunciation.

Language is a tool of communication. There are several forms for communications; the forms are spoken language and written language. The purpose of communication is to send a message from the writer or speaker to the reader or listener. Speaking is the way of thinking or sending message from the speaker to the listener which becomes the part of language or language skills and it also means communication.

it is be stated that pronunciation is one of language elements which combine to process and productive skill can be used to preserve thoughts, ideas, and speech sounds. So, here the researcher wants to make learning English especially pronunciation to be more easy and memorable, the researcher makes a game in learning it. Games in foreign language classes may be used to motivate students and to create a more relaxing foreign language classes. The researcher choose a new technique in learning writing descriptive text by using *Homophone Game*.

So this game can help and encourage many learners sustain their interest and work. And also help the teacher to create contexts in which the language is useful and meaningful. In order the message to be affective, teachers need to apply special technique. Therefore, learning process can be interested, enjoyable, and comfortable and the lesson can be receipted and mastered by students easily.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research was applied by classroom action research. Classroom action research, consisting of three words that could be understood as follows:

1. Research, examining the activities of an object, using the rules of a particular methodology to obtain data or information useful to improve the quality of a thing that is interesting and important for the researcher.
2. Action, something movement activities that are deliberately made with a specific purpose, which in this study is from a series of cycles of activity.
3. Class, as a group of students who at some time receive the same lesson from a teacher.

By combining the understanding of three words, it can be concluded that they are deliberately raised and occur in a classroom.²⁵

B. Research Setting and Sample

Population is a set (collection) of all elements possessing one or more attributes of interest.²⁶ Population is the generalization area which consists of objects and subjects that have the quantity and particular characteristics settled by the

²⁵Suharsini Arikunto, *Prosedur Penelitian*, (Jakarta: Asdi Mahastya, 2006), p.91

²⁶Suharsimi Arikunto. (2006). *Prosedur Penelitian*. Jakarta: PT. Rineka Cipta. P.130

researcher.²⁷ The population of this research is the tenth grade of SMA AsuhanDaya Medan which consisting of two classes. Total number of population are 38 students and will be divided into one class.

Table 3.1 Population

No	Class	Number
1.	X – IPA	38
2.	X – IPS	38

The subject of this researcher was the Eleventh Grade of X – IPS SMA AsuhanDaya Medan Academic years 2018/ 2019The sample is any part of a population of individual information is obtained. Sample is a part of the population. Due to large number of students and for the efficiency of research, only a part of the students will choose randomly as representation of the whole population. The researcher takes 38students as samples randomly, 38 students for each control group and experimental group. Class XI IPS as the experimental groups include 38 students was taught by using The Homophone Games Strategy.

²⁷Syahrum and Salim. (2016). *Metodology Penelitian Kuantitatif*. Bandung: Cita Pustaka Media.p.113

C. Data Collection

In collecting the data, the researcher use two instruments, they were: observation list and test. The data of this research collected by:

- a) Observation list; the researcher observe the students' activity in following teaching and learning process in the class.
- b) Test; the researcher give 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.

1. Pre-test

Both of groups, the experimental group and control group are given before treatment. The teacher will ask the students to answer the essay test.

2. Post-test

After conducted the treatment, the post-test will be given to find out the result of teaching presentation in both groups. It will be applied to analyze and evaluate both of the groups, then to know the effect of treatment.

D. Data Analysis

The technique of analyzing the data that was used in this research is applied by using qualitative and quantitative data. The data is used to describe the situation during teaching learning process. Test, interview result and observation

sheet is analyzed. The quantitative data was used to analyze the students' scores. They are collected and analyzed by computing the score of the test.

In conducting this research, researcher use the data analysis by Miles and Huberman. The activity in qualitative data analysis is done interactively and run continuously until complete and the data saturated.²⁸ The activities in analysis the data are data reduction, data display, and conclusion drawing/verification.

First, data reduction means reducing the data, summarizing, and choosing the essentials, focusing on what matters. Second, data display can be done in the form of brief descriptions, charts, and flowcharts. The most frequent form of display data for qualitative research data in the past has been narrative text.²⁹ The last is conclusion. The first conclusion proposed is still temporary, and it will change if there is strong evidences support the next stage of data collection.

The quantitative data was used to analyze the students' scores. They are collected and analyzed by computing the score of the test. First the writer tried to get the average of students' score per action within one cycle. It was used to know how well students' score. The formula :

$$\bar{X} = \frac{\sum X}{N}$$

\bar{X} = the mean of the students

²⁸Sugiyono, (2010), *Metode Penelitian Kualitatif dan R&D*, Bandung :Alfabeta, p.219.

²⁹Ibid, p. 220.

Σx = the total score

N = the number of students

Next, to categorize the number of the students who passed the test successfully, it will be applied the following formula by researcher:

$$P = \frac{R}{T} \times 100\%$$

Where :

P = the percentage of students who got up point 75

R = the number of students who got up point 75

T = the total number of students who took the test

E. Research Procedure

This research will conduct 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. Arrange a schedule classroom action research
- b. Make a lesson plan

- c. Prepare some students worksheets
- d. Prepare list sentences for students contain about homophone
- e. Prepare a form assessment

2. Action

- a. Before give the games, the teacher explain 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 divide into small group that consist of 3 or 4 members. Every group has a leader who will choose the first player from his/her member.
- c. The teacher ask the students or first players to stand on a chair facing the board (about 3 or 4 meters).
- d. The teacher write the blank sentences and choices of homophone words e.g. Fill in the blanks with the correct word: a. road, b. rode, c. two and d. to.
- e. The first player ran up to the board to answer the question by pronouncing.
- f. The first player changed by the second player until all the members would get chance.
- g. The teacher give the point for the group who can answer the question truly.

- h. The winner is the highest point
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. Evaluation reflection result, discussing and finding improvement to be applied for the next learning process.
 - b. Make a lesson planning

- c. Prepare some students worksheets
 - d. Prepare list sentences for students contain about homophone
 - e. Prepare a form assessment
2. Action
 - a. Analyze to overcome the previous problem
 - b. Before givethe games, the teacher explain 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).
 - c. Students divided into small group that consist of 3 or 4 members. Every group has a leader who will choose the first player from his/her member.
 - d. The teacher ask the students or first players to stand on a chair facing the board (about 3 or 4 meters).
 - e. The teacher write the blank sentences and choices of homophone words e.g. Fill in the blanks with the correct word: a. road, b. rode, c. two and d. to.
 5. The first player ran up to the board to answer the question by pronouncing.
 6. The first player changed by the second player until all the members would get chance.
 7. The teacher give the point for the group who can answer the question truly.

8. The winner is the highest point
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 research analyze second action as consideration matter whether cycle has reach success criteria bases on test result and observation.

In second cycle, the research make the conclusion about implementation Homophone Games in improving students' Pronunciation of the English long and short vowels at the second year students of SMA AsuhanDaya Medan

F. Trustworthiness

In qualitative research, the data must be auditable. To be auditable, the researchers cheeked the transcription in other to be credible, transferable, and dependable. The following are further explanation on these three terms:

1. Credibility

Credibility is one method used by qualitative researchers to established trustworthiness by examining the data, data analysis, and conclusions to see wheter or not the study is correct and accurate. For qualitative Researchers, credibility is a method that includes researchers taking on activities that increase probability

qualitative researchers can use to increase credibility in qualitative studies. The researchers verify the findings of the research through informants such as subject of the study (Speech teachers) as well as the students.

2. Transferable

Transferability is another method used by qualitative researchers to establish trustworthiness. In qualitative studies, transferability means applying research results to other contexts and settings in order to generalize. Qualitative researchers use this method to provide a detailed description of the study site, participants, and procedures used to collect data in order for other researchers to assess whether or not applying the results of one study is a good match, and makes sense to generalize. To be transferable, this research was achieved through a deep description of the research process and findings. The description is called a rich context. This context would help the readers think whether the results can be transferred to a different setting or receiving context.

3. Dependable

Dependability is a method qualitative researchers use to show consistency of findings. Qualitative researchers describe in detail the exact methods of data collection, analysis, and interpretation. This is so the study could be auditable to describe the situation, and for other researchers to follow the study. The following are ways to show dependability. It establishes the research study's findings as

consistent and repeatable. Researchers aim to verify that their findings are consistent with the raw data they collected.³⁰

³⁰Sikolia, David, et.al., (2013), "*Trustworthiness Of Grounded Theory Methodology Research In Information Systems*" retrieved in March 19th 2018 from <http://pdfs.semanticscholar.org>, p, 2-3.

CHAPTER IV

DATA ANALYSIS AND FINDING

This chapter explain the research data analysis and finding which explore about the result from data which have been analyzed.

A.1 Data

All of the data of this research was analyzed by using two kinds of data, they were qualitative and quantitative ones. The qualitative data were taken from the test and the qualitative ones were taken from the observation sheet, interview, diary notes, and also from documentation. The data were taken from one class only namely XI IPS- 1 that consisted of 38 students. This research was done in two cycles that consisted of four meetings. In every cycle consisted of four steps, they were; planning, action, observation and reflection.

Before doing the cycles, the researcher did the pre test earlier to see and know the students' pronunciation in English. There were totally five meetings in conducting this research. The first cycle was done in two meetings, included ; giving materials, and Post Test of Cycle I. The Second Cycle was done also in two meetings, included Post Test of Cycle II.

A.1.1 The Quantitative Data

The quantitative data are taken from the result of the test that was done in two cycle and consisted of four meetings. The oral test of pronunciation was given to the students at the first meeting and at the end of every cycle. The result of the students' score in two cycle could be seen in the following table below :

Table A.1
List of the Students' Score during two Cycle

No.	Names of the Students	Pres Test	Post Test I	Post Test II
1.	A.M	83	90	90
2.	A.D.Srg	66	72	80
3.	A. R. Hrp	60	70	80
4.	A.Y.U	62	65	75
5.	A.A	63	75	80
6.	A.S.Lbs	60	69	75
7.	A.W.Nst	72	80	85
8.	D.A	71	75	82
9.	D.A.S	64	75	80
10.	E.I.S	60	65	65
11.	F.F	70	75	80
12.	F.A.Lbs	67	77	80
13.	F.S	68	70	75
14.	F.Sy	61	67	75
15.	G.H	69	75	85
16.	H.A.M	73	80	80
17.	H.E.A	61	65	65
18.	K.H.K	63	70	80
19.	K.A.B.B	66	-	-
20.	M.D.A	60	70	75
21.	M.F.A	71	80	85
22.	M.A.T	61	75	85
23.	M.A.A	77	87	90
24.	N.P	53	60	68
25.	N.M	65	75	85
26.	P.P	62	75	80
27.	R.S.Hrp	77	77	85
28.	R.N	64	70	75

29.	S.N.A	58	65	75
30.	S.N	71	75	83
31.	S.A	65	65	75
32.	T,T.Nst	63	65	65
33.	T.N.F	60	65	68
34.	W.A	63	75	80
35.	M.N.A	63	65	65
36.	A.R.Nst	66	78	80
37.	M,R	70	78	85
38.	Y.H	68	75	80
		$\Sigma= 2496$	$\Sigma=2690$	$\Sigma=2896$
		$X= 65.68$	$X=70.80$	$X= 76.21$

A.1.2 The Qualitative Data

The qualitative data are analyzed from the observation sheet, interview, diary notes, and from the documentation which were taken in every cycles.

1) Observation Sheet

The researcher observed the students, the situation during the learning process, and the problem which were found and faced by the students. The observation was done when the learning process was run. The researcher observed the students in every cycle. The result of the observation was used as a reflection to conduct the next cycle. The result of the observation sheet can be seen in the appendix.

2) Interview

The researcher interviewed the students to get the information about the students' pronunciation. The interview was done before conducting the cycle and after conducting the cycle. From the students' interview, the researcher could conclude that the students were excited and enjoyed to learn English especially pronunciation skill by using Homophone Games strategy. The results of students' interviews during the research could be seen in the Appendix.

3) Dairy Notes

Dairy notes were written by the researcher during the research in every meeting to see the students' progress. From the dairy notes, the researcher concluded that most of the students were still lazy and noisy during the learning process but the researcher could solve that problem. After the researcher applied Homophone Games strategy in the learning process, the students' motivation in learning pronunciation became increasing. The students looked happy, enthusiastic, and enjoyed the learning process.

4) Documentation

There were some documents which were taken from the teacher, such as lesson plan, students' attendance list, and some documents from school. They were also used as the instruments in collecting the data. Besides, the researcher

also took some photographs during the researcher. The photographs showed that the students were enthusiastic, active, and happy with learning process.

A.2 Data Analysis

A.2.1 Data Analysis of Pre Cycle

The Pre Cycle was held on July 16th, 2018. In this occasion, the researcher joined the classroom and observed the condition and students' activity in the classroom to identify the problem that students' faced. The researcher were not asked the students to practice speaking English by using report text but the researcher only asked the students to describe the picture.

The researcher found that most of the students had difficulties in pronunciation that was caused because students have little practiced in speaking. From the problem found in Pre Cycle observation, the researcher planned to implement report text as material to improve the students' pronunciation. The result of students' pronunciation in Pre Cycle could be seen on the table below

Table A.3
The students' score in Pre Test

No.	Names of the Student	Pre Test	Category
1.	A.M	83	Passed
2.	A.D.Srg	66	Failed
3.	A. R. Hrp	60	Failed
4.	A.Y.U	62	Failed
5.	A.A	63	Failed
6.	A.S.Lbs	60	Failed
7.	A.W.Nst	72	Passed

8.	D.A	71	Passed
9.	D.A.S	64	Failed
10.	E.I.S	60	Failed
11.	F.F	70	Passed
12.	F.A.Lbs	67	Failed
13.	F.S	68	Failed
14.	F.Sy	61	Failed
15.	G.H	69	Failed
16.	H.A.M	73	Passed
17.	H.E.A	61	Failed
18.	K.H.K	63	Failed
19.	K.A.B.B	66	Failed
20.	M.D.A	60	Failed
21.	M.F.A	71	Passed
22.	M.A.T	61	Failed
23.	M.A.A	77	Passed
24.	N.P	53	Failed
25.	N.M	65	Failed
26.	P.P	62	Failed
27.	R.S.Hrp	77	Passed
28.	R.N	64	Failed
29.	S.N.A	58	Failed
30.	S.N	71	Passed
31.	S.A	65	Failed
32.	T,T.Nst	63	Failed
33.	T.N.F	60	Failed
34.	W.A	63	Failed
35.	M.N.A	63	Failed
36.	A.R.Nst	66	Failed
37.	M,R	70	Passed
38.	Y.H	68	Failed
		$\Sigma = 2496$	-
		$X = 65,68$	-
		26.31%	Passed
		73.68%	Failed

The mean of students' score in pre cycle could be seen on the table below:

$$\bar{X} = \frac{\Sigma X}{N}$$

$$= \frac{2496}{38}$$

$$= 65.68$$

Based on the table above, it was could be seen that only 10 students (26.32%) who has passed the test and there were 28 students (73.68%) who still failed. Dealing with the result of students' score of the Pre Test, the researcher planned to conduct the first Cycle that aimed at improving students' pronunciation. The percentage of students' score in Pre Test could be seen on the table below:

Table A.3
The Percentage of Students' Score in Pre Test

No	Percentage of Students' Score	Category of Students' Score	The total of Students	The total of Students' Percentage
1.	90-100%	Excellent	-	-
2.	80-89%	Good	1	2.56%
3.	65-79%	Satisfactory	19	48.71%
4.	55-64%	Poor	17	43.58%
5.	0-54%	Very poor	1	2.56%
Total			38	100%

A.2.2 Data Analysis of Cycle I

The First Cycle was held on July 23th, 2018. The First Cycle was about teaching learning process and the test assessment. In this Cycle the researcher as the teacher and the English teacher as the observer. In this Cycle the researcher taught the material about report text. This cycle consisted of four steps they were ; planning, action, observation, and reflection.

a) Planning

From the result of Pre Test that was done before, the students' achievement in pronunciation still in low category. Based on the problem, the researcher made the alternative was to solve this problem. In this section researcher conducted score activity as below :

1. The Lesson Plan Preparation that suitable with the material by using Homophone Games as strategy so that the learning process become interesting and enjoyable.
2. Preparation the media and the tools that needed and used during the learning process.
3. Write the test that will be given to the students to see their improvement in pronunciation during the learning process.
4. The observation about arrangement that will be used during the learning process.

b) Action

In this section, the researcher acted as the teacher. The researcher taught the students about report text by using Homophone Games as strategy. The activities that were conducted by the researcher in his section were as follows:

1. The teacher informed the students about the learning objectives.

2. The teacher divided the students into 6 teams and each teams consist of 6-7 students.
3. Every students got the different numbers.
4. The teacher explained the material to the students,
5. Teacher showed the picture about some pronunciation as material on the projector as the media in the learning process.
6. Every group retold the result of their discussion in front of the class.

The action that had been done was suitable to the lesson plan of the Cycle

I. The lesson plan of Cycle I could be seen on the appendix I. In the end Cycle I, the students give the test to see the students' improvement and the test could be said success when the students got score 70 above.

c) Observation

In the Cycle I, the researcher acted as the teacher. So, the English teacher helped the researcher to observe the researchers' ability and students' activities during the learning process. The result of the observation during the learning process could be seen in the appendix.

In the last meeting of Cycle I, the researcher gave the pronunciation test to the students the aimed to see the result of the action that has be done and to know the students' progress. From the action that be done and post of Cycle I it could be

concluded that students' score was better the pre test, but there were some students that still failed. The result of the students' score in post test of Cycle I could be seen on the following table below:

Table A.4
List of the Students' Score of Post Test I

No	Names of the Students	Post Test I	Category
1.	A.M	90	Passed
2.	A.D.Srg	72	Passed
3.	A. R. Hrp	70	Passed
4.	A.Y.U	65	Failed
5.	A.A	75	Passed
6.	A.S.Lbs	69	Failed
7.	A.W.Nst	80	Passed
8.	D.A	75	Passed
9.	D.A.S	75	Passed
10.	E.I.S	65	Failed
11.	F.F	75	Passed
12.	F.A.Lbs	77	Passed
13.	F.S	70	Passed
14.	F.Sy	67	Failed
15.	G.H	75	Passed
16.	H.A.M	80	Passed
17.	H.E.A	65	Failed
18.	K.H.K	70	Passed
19.	K.A.B.B	-	-
20.	M.D.A	70	Passed
21.	M.F.A	80	Passed
22.	M.A.T	75	Passed
23.	M.A.A	87	Passed
24.	N.P	60	Failed
25.	N.M	75	Passed
26.	P.P	75	Passed
27.	R.S.Hrp	77	Passed
28.	R.N	70	Passed
29.	S.N.A	65	Failed
30.	S.N	75	Passed
31.	S.A	65	Failed
32.	T,T.Nst	65	Failed
33.	T.N.F	65	Failed
34.	W.A	75	Passed

35.	M.N.A	65	Failed
36.	A.R.Nst	78	Passed
37.	M,R	78	Passed
38.	Y.H	75	Passed
		$\Sigma = 2690$	-
		$\bar{X} = 70.78$	-
		71.05%	Passed
		28.95%	Failed

The mean of the students' score in post test I could be seen on the table below:

$$\begin{aligned}\bar{X} &= \frac{\Sigma X}{N} \\ &= \frac{2690}{38} \\ &= 70.78\%\end{aligned}$$

Based on the table above, it was could be seen that only 27 students (71.05%) who has passed the test and there were 11 students (28.95%) who has still failed. Dealing to the result of students' score in Post Test I, the researcher planned to conduct the next cycle that aimed at improving the students' pronunciation. The percentage of the students' score of the post test I could be seen on the table below :

Table A.5

The Percentage of Students Score in Post Test I

No.	Percentage of Students' Score	Category of Students' Score	The total Of students	The total of Students' Percentage
1.	90-100%	Excellent	1	2.63%
2.	80-89%	Good	4	10.52%
3.	65-79%	Satisfactory	32	84.21%
4.	55-64%	Poor	1	2.63%
5.	0-54%	Very poor		
Total			38	100%

d) Reflection

From the result of the students' score of the Post Test I, there were 27 students (71.05%) who passed the test and there were 11 students (28.95%) who still failed. The learning process of this cycle can't be categorized successful.

There were some problems that faces, as follow:

1. The student still felt confused about the material that was given
2. Most of the students still made a noise during the learning
3. The research still less controlled the class
4. Most of the students still got score of 70 below

Based on the data analyzed of cycle I, the researcher felt need to conduct the next cycle in order to get the better result.

A.2.3 Data Analysis of Cycle II

The second Cycle was held on July 30th, 2016. Based on the result of students' score of the post test 1, The researcher was expected that the result of students' score in post test two be better than post test before. The Cycle II also consisted of four steps, they were ; planning, observation, and reflection.

a) Planning

In this Cycle, the researcher prepared the material that to the cycle earlier but it was different topic. The researcher tried to create a better situation of learning process so that the students motivation in learning process. The researcher controlled the students by using Homophone Games.

b) Action

On this step, there activities were same at those of the cycle before. The researcher motivated the students to improve their pronunciation. there were some activities which done by the researcher, they were:

1. Researcher informed the students about the objective of learning process.
2. Researcher divided the students into some groups and every group consisted of 6 to 7 students which has different number.
3. Researcher explained the material and showed the picture of report text on the projector in front of the class as media to support the learning process.
4. Every group discussed together about the picture , and researcher called the students' number.

c) Observation

In cycle II, the researcher still acted as the teacher and the English teacher as the observed. The observer observed the activities during the learning process. The result of the observation of teacher and the students can be seen on the appendix of observation Cycle II.

In the last meeting of the Cycle II, the researcher gave the pronunciation test of the students that aimed to see the result of the action that has been done and to know the students' progress. The result of the students' score in post test of Cycle II can be seen on the table below:

Table A.6
List of the Students' Score of Post Test II

No	Names of the Students	Post Test II	Category
1.	A.M	90	Passed
2.	A.D.Srg	80	Passed
3.	A. R. Hrp	75	Passed
4.	A.Y.U	70	Passed
5.	A.A	80	Passed
6.	A.S.Lbs	70	Passed
7.	A.W.Nst	85	Passed
8.	D.A	82	Passed
9.	D.A.S	80	Passed
10.	E.I.S	65	Failed
11.	F.F	75	Passed
12.	F.A.Lbs	80	Passed
13.	F.S	75	Passed
14.	F.Sy	70	Passed
15.	G.H	80	Passed
16.	H.A.M	80	Passed
17.	H.E.A	65	Failed
18.	K.H.K	75	Passed
19.	K.A.B.B	-	-

20.	M.D.A	75	Passed
21.	M.F.A	85	Passed
22.	M.A.T	82	Passed
23.	M.A.A	90	Passed
24.	N.P	68	Failed
25.	N.M	80	Passed
26.	P.P	80	Passed
27.	R.S.Hrp	85	Passed
28.	R.N	75	Passed
29.	S.N.A	70	Passed
30.	S.N	83	Passed
31.	S.A	75	Failed
32.	T,T.Nst	65	Failed
33.	T.N.F	68	Failed
34.	W.A	80	Passed
35.	M.N.A	65	Failed
36.	A.R.Nst	80	Passed
37.	M,R	85	Passed
38.	Y.H	80	Passed
		81.58%	-
		18.42s%	-
		81.58%	Passed
		18.42s%	Failed

The mean of the students' score in post test I could be seen on the table below:

$$\begin{aligned}\bar{X} &= \frac{\Sigma X}{N} \\ &= \frac{2896}{38} \\ &= 76.21\%\end{aligned}$$

Based on the table above, it was could be seen that only 31 students (81.85%) who has passed and there was 7 students (18.42%) who still failed. The percentage of students' score in post test II can be seen on the table below.

Table A.7
The Percentage of Students Score in Post Test II

No.	Percentage of Students' Score	Category of Students' Score	The total Of students	The total of Students' Percentage
1.	90-100%	Excellent	2	5.26%
2.	80-89%	Good	18	47.36,52%
3.	65-79%	Satisfactory	17	44.73%
4.	55-64%	Poor	-	-
5.	0-54%	Very poor	-	-
Total			38	100%

d) Reflection

From the result of the students' score of the post test II, there were 31 students (81.85%) who passed the test and there were 7 students (18.42%) who still failed and the learning process of this cycle can be classified successful, in the cycle II, the students' speaking skill can be classified into good category. In this section the researcher found that the students' score showed a good improvement. The researcher could motivate the students during the learning process. So, the researcher didn't need to conduct the next cycle.

A.2.4 Data Analysis of the Whole Cycles

The result of the students' score in pronunciation, from pre test, post test I, post test II can be seen of the following table below:

Table A.8
The Comparison of the Students' Score Average
Of the Pre Test, Post Test I, Post Test II

No	Names of the Students	Pre Test	Post Test	Post Test
1.	A.M	83	90	90
2.	A.D.Srg	66	72	80
3.	A. R. Hrp	60	70	75
4.	A.Y.U	62	65	70
5.	A.A	63	75	80
6.	A.S.Lbs	60	69	70
7.	A.W.Nst	72	80	85
8.	D.A	71	75	82
9.	D.A.S	64	75	80
10.	E.I.S	60	65	65
11.	F.F	70	75	75
12.	F.A.Lbs	67	77	80
13.	F.S	68	70	75
14.	F.Sy	61	67	70
15.	G.H	69	75	80
16.	H.A.M	73	80	80
17.	H.E.A	61	65	65
18.	K.H.K	63	70	75
19.	K.A.B.B	66	-	-
20.	M.D.A	60	70	75
21.	M.F.A	71	80	85
22.	M.A.T	61	75	82
23.	M.A.A	77	87	90
24.	N.P	53	60	68
25.	N.M	65	75	80
26.	P.P	62	75	80
27.	R.S.Hrp	77	77	85
28.	R.N	64	70	75
29.	S.N.A	58	65	70
30.	S.N	71	75	83
31.	S.A	65	65	75
32.	T,T.Nst	63	65	65
33.	T.N.F	60	65	68
34.	W.A	63	75	80
35.	M.N.A	63	65	65
36.	A.R.Nst	66	78	80
37.	M,R	70	78	85
38.	Y.H	68	75	80
		$\Sigma= 2496$	$\Sigma= 2690$	$\Sigma= 2896$
		$X= 65,68$	$X= 70.78$	$X= 76.21$

Based on the data above, the researcher conclude that were some significant improvements of the students' score in pronunciation test from pre test, post test I, post test II. In pre test, the average result was 65.68 and only 10 students (26.32%) who passed the test. in cycle I, the researcher used text and speaker as the material and adopted Homophone Games as strategy in teaching Pronunciation.

In teaching learning process, there were most of the students joined the class enthusiastically. They paid attention to the lesson, although most of the students still confused about the strategy, because they never practiced the strategy before.

In the Post Test I, the average result was 70.78 and only 27 students (71.05%) who passed the test. The teaching learning process in this cycle was better the previous one. The researcher found that majority of students was enjoyed the learning process. In Post Test II, the average result was 76.21 and only 31 students (81.57%) who passed the test.

The percentage of the students was calculated with the formula as follows:

$$P = \frac{R}{T} \times 100\%$$

The percentage of competent students in the Pre Test was :

$$P = \frac{10}{38} \times 100\%$$

$$= 26.32 \%$$

The percentage of competent students in the Post Test I was :

$$P = \frac{27}{38} \times 100\%$$

$$= 71.05 \%$$

The percentage of competent students in the Post Test II was :

$$P = \frac{31}{38} \times 100\%$$

$$= 81.57\%$$

The researcher felt that improving the students' pronunciation through Homophone Games was successful, because homophone games is one of the good strategy in improving the students' pronunciation.

By this material, the students have a lot of opportunity to understand different of same pronunciation.

A.3 Research Finding

Before conducting researcher, the researcher did the Pre Cycle earlier, this test was done to see and to know the students' speaking skill. From the result of Pre Cycle it was could be seen that only 10 students (26.32%) who passed the test and there were 28 students (73.68%) who was still failed, in this section, the researcher could conclude that the students' pronunciation was still in low category.

To improve the students' pronunciation, the researcher conducted Cycle I and used homophone games as strategy in improving the students' pronunciation. besides that, the researcher also used Homophone Games (H.G) as strategy to make the learning process more interested. In cycle , there were 21 students (71.05%) who passed the test and there were 11 students (28.95%) who were still failed. Based on the students' score in cycle I, it was could be concluded that the result of the cycle I was better than cycle before but the researcher felt need to conduct cycle II that aimed to get the better result. In Cycle II, they were 31 students (81.85%) who had passed the test and there were 7 students (18.42%) who were still failed.

Based on the result of all of the data from qualitative data which were taken from the diary notes, observation sheet, and interview it was showed that the

learning process was run well. The students felt enjoy, interested and motivated during the learning process although there were some of the students still failed.

From the result of the data which were taken from every cycle it was showed that there was significant improvement on the students' pronunciation. in the other words, the learning process that aimed at improving the students' pronunciation trough homophone games at the second grade students of SMA AsuhanDaya Medan.

CHAPTER V

CONCLUSIONS AND SUGESTIONS

A.1 Conclusion

Based on the result of the researcher, it could be concluded that :

The average of the students score of pronunciation of the pre test was 65.66, and only 10 students (26.32%) who got score 70 and passed the test. The average of the students' score pronunciation in post test I was 70.78 and only 27 students (71.05%) who got score 70 and passed the test. The average of the students' pronunciation skill post test II was 76.21 and only 31 students (81.57%) who got score 70 and passed the test.

Based on the data analysis of all the data in every cycle, the result of the researcher showed the significant improvement of the students' pronunciation trough homophone games.

A.2 Suggestion

The result of this researcher showed that the learning process trough homophone games was could improve the students' pronunciation. therefore some following suggestions were offered, they were:

1. Head Master

Head master can make instruction concept in English subject especially in teaching English more easy from the students.

2. The Teacher

The teacher can make the teaching and learning process interesting by using Homophone Games in order to make the students easy to understand in learning English. The teacher could evaluate students, how did they understand the material in each meeting.

3. The Students

The researcher hopes that the students can find a way to improve their ability in pronunciation

4. The After Researcher

The After researcher can use the result of this study as reference to other researcher with different skill or habit.

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APPENDIX

APPENDIX I

LESSON PLAN

School	: SMA AsuhanDaya Medan
Subject	: English
Class/sem	: XI/ II
Aspect/ Skill	: Pronunciation
Time Allocation	: 4 X 45 Minutes (2 Meeting)
Topic	: The same pronunciation
I. Standard Competence	: Comprehend and express simple instruction for transactional and interpersonal at simple related to surrounding environment.
II. Basic Competence	: To Know the different meaning of through long vowel and short vowel
III. Indicator	: <ol style="list-style-type: none"> 1. Knowing the different of the long vowel and short vowel 2. Understanding the different meaning of the long vowel and short vowel 3. Asking question about things in the classroom 4. understood the different of the equation pronunciation

IV. Learning Objective :

At the end of the learning process, students are able to:

1. The students are able to know the different of the long vowel and short vowel
2. The students are able to mention the different of the long vowel and short vowel
3. The students are able to ask question about long vowel and short vowel
4. The students are able to understood the different of the long vowel and short vowel

V. Material :

Using picture of the sound recording, and give question. Example questions:



Eat



Eight

1. He ... a sandwich
2. I worked ... hours to day



Hare



Hair

3. She has long ...

4. There is a ... in the garden

VI. Method : Classroom Action Researcher

VII. Teaching learning process:

No.	Description of Teaching Activity	Time Allocation
1.	Introduction	20 minutes
	<ul style="list-style-type: none"> • Greetings • Pray • Check the student attendance list • Warming up activities: <ul style="list-style-type: none"> - Ask the students questions related to the different of the long and short vowel - Explain how important the next competence learning that should be master by the students. 	
2.	Main Activity	60 minutes
	<p>Exploration</p> <ul style="list-style-type: none"> • Introduction the topic to the students • Asking the students about their prior knowledge that relate to the topic • Asking the students that related with the material <p>Elaboration</p> <ul style="list-style-type: none"> • Teacher will give the instruction to the students about the homophone game • Teacher give the explanation about how to do the homophone game, they should be find out the same pronunciation • After that, teacher prepare the recoding to students listen the recording. if they can find the same 	

	<p>pronunciation on the listed they have to choose on of two word same.</p> <ul style="list-style-type: none"> • Teacher give the text for every students and they will be given 20 minutes for finish it • Teacher will collect result of students and evaluate the result. <p>Confirmation</p> <ul style="list-style-type: none"> • Giving positive feedback to the students who can finish the homophone game • Giving the motivation to the students 	
3.	Closing	10 minutes
	<ul style="list-style-type: none"> • Asking the difficulty during the teaching and learning process • The teacher concludes the material • The teacher gives feedback for the students • The teacher advices the students to remember the lesson • Closing the lesson by praying and giving closing-greeting 	

VIII. Media : the voice recordig, whiteboard, marker.

IX. Source : - The same pronunciation

- Internet

- English book

- Dictionary

- Youtobe

X. Evaluation : Vocabulary test: multiple choices which is consisted of 20 questions. Evaluation rule:

$$S = \frac{R}{N} \times 100$$

Where:

S = score of the text

R = number of correct answer

N = number of question

Medan, 2018

Known by,

The principal of SMAAsuhanDaya Medan

English Teacher

H. NurtuahTanjung, S.AgWinarti, S.Pd

Researcher

CiciKiswindari

NIM. 34143069

APPENDIX II**LESSON PLAN**

School : SMA AsuhanDaya Medan

Subject : English

Class/sem : XI/ II

Aspect/ Skill : Pronunciation

Time Allocation : 4 X 45 Minutes (2 Meeting)

Topic : The same pronunciation

I. Standard Competence : Comprehend and express simple instruction for transactional and interpersonal at simple related to surrounding environment.

II. Basic Competence : To Know the different meaning of through long vowel and short vowel

III. Indicator :

1. Knowing the different of the long vowel and short vowel
2. Understanding the different meaning of the long vowel and short vowel
3. Asking question about things in the classroom
4. understood the different of the equation pronunciation

IV. Learning Objective :

At the end of the learning process, students are able to:

1. The students are able to know the different of the long vowel and short vowel
2. The students are able to mention the different of the long vowel and short vowel
3. The students are able to ask question about long vowel and short vowel
4. The students are able to understood the different of the long vowel and short vowel

V. Material

:

Using picture of the sound recording, and give question. Example questions:



Eat



Eight

5. He ... a sandwich
6. I worked ... hours to day



Hare



Hair

7. She has long ...
8. There is a ... in the garden

VI. Method : Classroom Action Researcher

VII. Teaching learning process:

No.	Description of Teaching Activity	Time Allocation
1.	Introduction	20 Minutes
	<ul style="list-style-type: none"> • Greetings • Pray • Check the student attendance list • Warming up activities: <ul style="list-style-type: none"> - Ask the students questions related to the different of the long and short vowel - Explain how important the next competence learning that should be master by the students. 	
2.	Main Activity	60 minutes
	<p>Exploration</p> <ul style="list-style-type: none"> • Introduction the topic to the students • Asking the students about their prior knowledge that relate to the topic • Asking the students that related with the material <p>Elaboration</p> <ul style="list-style-type: none"> • Teacher will give the instruction to the students about the homophone game • Teacher give the explanation about how to do the homophone game, they should be find out the same pronunciation • After that, teacher prepare the recoding to students listen the recording. if they can find the same pronunciation on the listed they have to choose on of 	

	<p>two word same.</p> <ul style="list-style-type: none"> • Teacher give the text for every students and they will be given 20 minutes for finish it • Teacher will collect result of students and evaluate the result. <p>Confirmation</p> <ul style="list-style-type: none"> • Giving positive feedback to the students who can finish the homophone game • Giving the motivation to the students 	
3.	Closing	10 minutes
	<ul style="list-style-type: none"> • Asking the difficulty during the teaching and learning process • The teacher concludes the material • The teacher gives feedback for the students • The teacher advices the students to remember the lesson • Closing the lesson by praying and giving closing-greeting 	

VIII. Media : the voice recordig, whiteboard, marker.

IX. Source : - The same pronunciation

- Internet

- English book

- Dictionary

- Youtobe

X. Evaluation : Vocabulary test: multiple choices which is consisted of 20 questions. Evaluation rule:

$$S = \frac{R}{N} \times 100$$

Where:

S = score of the text

R = number of correct answer

N = number of question

Medan, 2018

Known by,

The principal of SMAAsuhanDaya Medan

English Teacher

H. NurtuahTanjung, S.AgWinarti, S.Pd

Researcher

CiciKiswindari

NIM. 34143069

APPENDIX III**LESSON PLAN**

School : SMA AsuhanDaya Medan

Subject : English

Class/sem : XI/ II

Aspect/ Skill : Pronunciation

Time Allocation : 2 X 45 Minutes (1 Meeting)

Topic : The same pronunciation

I. Standard Competence : Comprehend and express simple instruction for transactional and interpersonal at simple related to surrounding environment.

II. Basic Competence : To Know the different meaning of through long vowel and short vowel

III. Indicator :

1. Knowing the different of the long vowel and short vowel
2. Understanding the different meaning of the long vowel and short vowel
3. Asking question about things in the classroom
4. understood the different of the equation pronunciation

IV. Learning Objective :

At the end of the learning process, students are able to:

1. The students are able to know the different of the long vowel and short vowel
2. The students are able to mention the different of the long vowel and short vowel
3. The students are able to ask question about long vowel and short vowel
4. The students are able to understood the different of the long vowel and short vowel

V. Material :

Using picture of the sound recording, and give question. Example questions:



Eat



Eight

9. He ... a sandwich

10. I worked ... hours to day



Hare



Hair

11. She has long ...

12. There is a ... in the garden

VI. Method : Classroom Action Researcher

VII. Teaching learning process:

No.	Description of Teaching Activity	Time Allocation
1.	Introduction	21 minutes
	<ul style="list-style-type: none"> • Greetings • Pray • Check the student attendance list • Warming up activities: <ul style="list-style-type: none"> - Ask the students questions related to the different of the long and short vowel - Explain how important the next competence learning that should be master by the students. 	
2.	Main Activity	60 minutes
	<p>Exploration</p> <ul style="list-style-type: none"> • Introduction the topic to the students • Asking the students about their prior knowledge that relate to the topic • Asking the students that related with the material <p>Elaboration</p> <ul style="list-style-type: none"> • Teacher will give the instruction to the students about the homophone game • Teacher give the explanation about how to do the homophone game, they should be find out the same pronunciation • After that, teacher prepare the recoding to students listen the recording. if they can find the same 	

	<p>pronunciation on the listed they have to choose on of two word same.</p> <ul style="list-style-type: none"> • Teacher give the text for every students and they will be given 20 minutes for finish it • Teacher will collect result of students and evaluate the result. <p>Confirmation</p> <ul style="list-style-type: none"> • Giving positive feedback to the students who can finish the homophone game • Giving the motivation to the students 	
3.	Closing	10 minutes
	<ul style="list-style-type: none"> • Asking the difficulty during the teaching and learning process • The teacher concludes the material • The teacher gives feedback for the students • The teacher advices the students to remember the lesson • Closing the lesson by praying and giving closing-greeting 	

VIII. Media : the voice recordig, whiteboard, marker.

IX. Source : - The same pronunciation

- Internet

- English book

- Dictionary

- Youtobe

X. Evaluation : Vocabulary test: multiple choices which is consisted of 20 questions. Evaluation rule:

$$S = \frac{R}{N} \times 100$$

Where:

S = score of the text

R = number of correct answer

N = number of question

Medan, 2018

Known by,

The principal of SMAAsuhanDaya Medan

English Teacher

H. NurtuahTanjung, S.AgWinarti, S.Pd

Researcher

CiciKiswindari

NIM. 34143069

APPENDIX IV**Pre-test**

Choose the correct answer with included on the text !

- **Sea**

- **See**

1. I can ... you

2. I live by the ...

- **Some**

- **Sum**

3. The ... of three and one is four

4. There are ... bananas on the table

- **Would**

- **Wood**

5. They stack the ... for the fire outside

6. I ...like to go to Vietnam

- **Flour**

- **Flower**

7. I picked a ...for my teacher

8. I used ... and sugar to make a cake

- **Blue**

- **Blew**

9. She ... the flower pedals in the wind

10. ... is my favorite color

- **Eye**

- **I**

11. My ... hurts

12. ... am a teacher

- **Bare**

- **Bear**

13. The ... is a big

14. They have ... feet

- **Pain**

- **Pane**

15. I have a sharp ... in my neck

16. The window ... is broken

- **Weight**

- **Way**

17. I ... myself everyday

18. Which ... do I turn ?

- **Route**

- **Root**

19. The ... is under the ground

20. What ... do I take to get to your house?

- **Weather**

- **Whether**

21. The ... is nice today

22. I don't know ... to stay or go

- **Night**

- **Knight**

23. I like to look at the moon at ...

24. The ... is very brave

APPENDIX V

Post-test 1

Choose the correct answer with included on the text by sound recording!

**Eat****Eight**

1. He ... a sandwich
2. I worked ... hours today

**Son****Sun**

3. The ... is shining
4. My ... is four month old

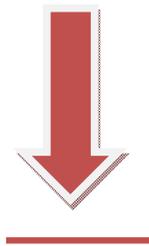


Sail**Sale**

5. The house is for ...
6. The ... has to catch the wind

**Stairs****Stares**

7. There are a lot of ... at my house
8. She ... at me everyday

**Hear****Here**

9. I can ... the baby cry
10. The pizza is ...

**Male****Mail**

11. The ... is in the mail box

12. The ... model is cute

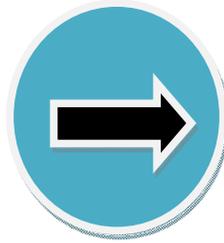


Waist

Waste

13. Anything that we do not use and throw in the garbage is ...

14. Cassie has a very thin ...

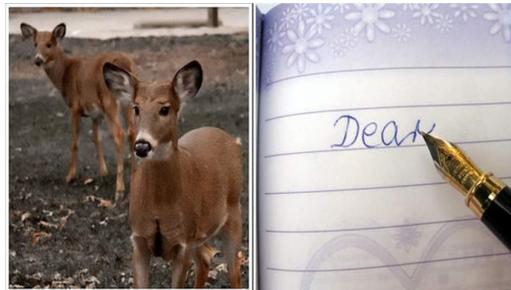


Write

Right

15. I like to ... letters to my mom

16. Turn ... on elm street



Deer

Dear

17. The ... jumped over a log

18. She is my ... friend



Dye

Die

19. Roll the ... to see if you win

20. I ... my hair every month



Hare

Hair

21. She has long ...

22. There is a .. in the garden



Buy

By

23. I ... lunch everyday

24. They are ... the lake

APPENDIX VI

Post Test II

Choose the correct answer with included on the text by sound recording!

**Eat****Eight**

1. He ... a sandwich
2. I worked ... hours today

**Son****Sun**

3. The ... is shining
4. My ... is four month old



Sail**Sale**

5. The house is for ...
6. The ... has to catch the wind

**Stairs****Stares**

7. There are a lot of ... at my house
8. She ... at me everyday

**Hear****Here**

9. I can ... the baby cry
10. The pizza is ...

**Male****Mail**

11. The ... is in the mail box

12. The ... model is cute

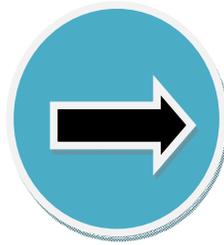


Waist

Waste

13. Anything that we do not use and throw in the garbage is ...

14. Cassie has a very thin ...

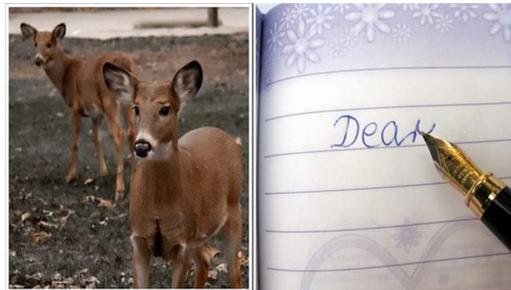


Write

Right

15. I like to ... letters to my mom

16. Turn ... on elm street



Deer

Dear

17. The ... jumped over a log

18. She is my ... friend



Dye

Die

19. Roll the ... to see if you win

20. I ... my hair every month



Hare

Hair

21. She has long ...

22. There is a .. in the garden



Buy

By

23. I ... lunch everyday

24. They are ... the lake

APPENDIX VII**KEY ANSWERS****Pre-test**

- | | |
|-----------|-------------|
| 1. See | 13. Bear |
| 2. Sea | 14. Bare |
| 3. Sum | 15. Pain |
| 4. Some | 16. Pane |
| 5. Wood | 17. Weigh |
| 6. Would | 18. Way |
| 7. Flower | 19. Root |
| 8. Flour | 20. Route |
| 9. Blew | 21. Weather |
| 10. Blue | 22. Whether |
| 11. Eye | 23. Night |
| 12. I | 24. Knight |

Post-test 1

- | | |
|-----------|-----------|
| 1. Ate | 13. Waste |
| 2. Eight | 14. Waist |
| 3. Sun | 15. Write |
| 4. Son | 16. Right |
| 5. Sale | 17. Deer |
| 6. Sail | 18. Dear |
| 7. Stairs | 19. Die |

- | | |
|-----------|----------|
| 8. Stares | 20. Dye |
| 9. Hear | 21. Hair |
| 10. Here | 22. Hare |
| 11. Mail | 23. Buy |
| 12. Male | 24. By |

Post-test 2

- | | |
|-----------|-----------|
| 1. Ate | 13. Waste |
| 2. Eight | 14. Waist |
| 3. Sun | 15. Write |
| 4. Son | 16. Right |
| 5. Sale | 17. Deer |
| 6. Sail | 18. Dear |
| 7. Stairs | 19. Die |
| 8. Stares | 20. Dye |
| 9. Hear | 21. Hair |
| 10. Here | 22. Hare |
| 11. Mail | 23. Buy |
| 12. Male | 24. By |

APPENDIX VIII

SCORING GUIDE OF STUDENTS PRONUNCIATION

NO.	Aspect of Scoring	Score	Description
1.	<i>pronunciation</i>	20 - 25 15 - 19 10 - 14 5 - 9	Can speak well with use foreign accent. Can speak well but still use Indonesian accent. Less in pronunciation. Very hard to understand because pronunciation problem , silent.
2.	<i>Vocabulary</i>	20 – 25 15 - 19 10 – 14 5 - 9	Speaking well and used vocabularies when speak. Can speak well, but limited vocabulary. Very limit vocabulary and make difficult in conversation. Very limit vocabulary and difficult to understand about what the students said.

3.	<i>Vowels</i>	20 – 25 15 – 19 16 – 14 5 -9	Use good vowels in all the sentences when speak. Makes the mistake in vowels but still easy to understand about the meaning. Vowels and word order errors and make comprehension difficult. Less in vowels.
4.	<i>Sentence</i>	20 – 25 15 – 29 16 – 14 5- 6	Can understand different of the same pronunciation through the sentence. Unless understood different of the same pronunciation through the sentence. Can't understand different same pronunciation in sentence. Very hard to understand different some pronunciation through the sentence.

No	Aspect of Scoring	Poor	Fair	Good	Excellent
1.	Pronunciation	9	14	19	25
2.	Vocabulary	9	14	19	25
3.	Vowels	9	14	19	25
4.	Sentence	9	14	19	25
Total Score		36	56	76	100

APPENDIX IX**INSTRUMENTS OF EVALUATION****PRONUNCIATION****Name** :**Students' Number** :**Grade / Semester** :**1. Instruments of scoring**

No	Aspect of Scoring	SCORE
1.	Pronunciation	
2.	Vocabulary	
3.	Vowels	
4.	Sentence	
Total Score		

2. Grading System

No	Score	Category
1.	50 -59	Poor
2.	60 – 74	Satisfactory
3.	75 -79	Good
4.	80 – 100	Excellent

APPENDIX X

OBSERVATION SHEET

CYCLE I

Teacher Name : Winarti, S.Pd

Date :

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 homophone games	√			

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)				√
Total		1		3	52

APPENDIX XI

OBSERVATION SHEET

CYCLE II

Teacher Name : Winarti, S.Pd

Date :

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 hidden picture game				√

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)				√
Total					60

APPENDIX XII

OBSERVATION SHEET

CYCLE I

Teacher Name : Winarti, S.Pd

Date :

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 Homophone games			√	
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				√
Total				3	28

APPENDIX XIII

OBSERVATION SHEET

CYCLE II

Teacher Name : Winati, S.Pd

Date :

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 Homophone games				√
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				√
Total					32

APPENDIX XIV**INTERVIEW SHEET WITH THE STUDENTS****(BEFORE CLASSROOM ACTION RESEARCH)**

In here the researcher will interview for three students to give their opinioin about learning vocabulary.

1. Apakah kalian menyukaipelajaranBahasaInggris ?
2. Apakahadakesulitan selama proses belajarBahasaInggris?
3. Kemampuanapakah yang kamu rasa paling sulitdalamBahasaInggris ?
4. Kalautentang pronunciation,
apakahkamumerasakesulitan untukmeenguasainya ?
5. SelamabelarbahasaInggrisapakahkamusukapronunciation ?
6. Menurutkamubagaimanabelajar yang
dapatmemudahkankamu untuklebihmudahdalam pronunciation?

APPENDIX XV**INTERVIEW SHEET WITH THE STUDENTS****(AFTER CLASSROOM ACTION RESEARCH)**

1. Saya ingin menanyakan pendapat kalian bagaiman tentang proses belajar dan mengajar kita menggunakan homophone game ?
2. Apakah kalian menikmati belajar dengan menggunakan permainan tersebut ?
3. Apa pendapat kalian tentang kegiatan belajar mengajar kita hari ini ?
4. Apakah dengan menggunakan homophone game kalian bisa menjadi lebih mudah mengetahui pronunciation ?
5. Menurut pendapat kalian, apakah kurang dari pembelajaran tersebut ?
6. Apakah kalian lebih termotivasi lagi untuk belajar dan meningkatkan penguasaan pronunciation dalam bahasa Inggris ?

APPENDIX XVI

DIARY NOTES

1) The 1st Meeting (July 16th , 2018)

At the first meeting in conducting the research, the researcher did pre test. This test was done to see and know the students' pronunciation. the researcher use essay test and give two choice for the cuss one of two choice to complete the sentence. As the media to help student in same pronunciation.the researcher asked the students to speak everything that they know about the same pronunciation but have different meaning. When they spoken in front of the class, the researcher recorded that by using mobile phone.

2) The 2nd Meeting (July 19th , 2018)

At the second meeting in conducting the research, the researcher gave the material about Homophone game as strategy. The students divided into 6 teams that each teams consisted of 6-7 students and every students got the different number. The researcher explained about pronunciation , same pronunciation with use vowels as subject for students can different same pronunciation. during the learning process, the students seem active and paid attention to the researcher.

3) The 3rd Meeting (July 23th, 2018)

In the third meeting, the researcher did post test I. this test was done to see and knew the students' progress on their pronunciation after being taught Homophone game .in post test I, the researcher used some pronunciation as the example. The researcher gave recording to the students to think what the different same pronunciation with listen recording and look the sentence contest for the students can know how to different same pronunciation.

4) The 4th meeting (July 26th, 2018)

In the forth meeting, the researcher ordered the students ask them about the lesson material which was all unclear. Then, the researcher and the students discussed together about the material. In the fourth meeting the researcher gave test to the students about some pronunciation. there were 10 question of multiple choices about same pronunciation. the researcher also told to the students that next meeting there was a test of cycle II.

5) The 5th Meeting (July 30th, 2018)

The fifth meeting, the researcher did post test II. This is test was done to get the higher result of students' score from the test before. In post test II, the researcher used same pronunciation as example. The researcher gave recording to the students to think what the different same pronunciation with listen recording and look the sentence contest for the students can know how to different same pronunciation.

APPENDIX XVII

DOCUMENTATIONS





