

**THE USE OF HOMOPHONE GAME TO IMPROVE STUDENTS'  
PRONUNCIATION AT THE SEVENTH GRADE OF  
MTs NEGERI 2 SIDENRENG RAPPANG**



**2019**

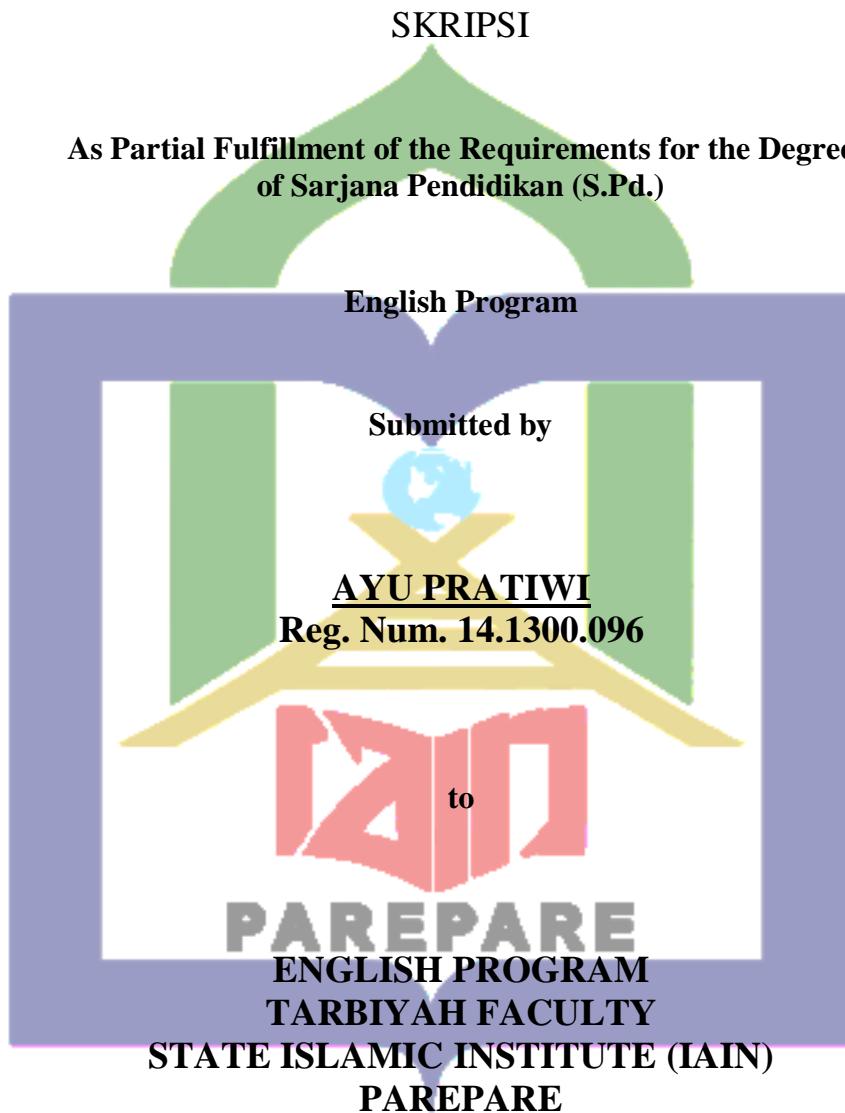
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**ENGLISH PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

**2019**

**THE USE OF HOMOPHONE GAME TO IMPROVE STUDENTS'  
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**2019**

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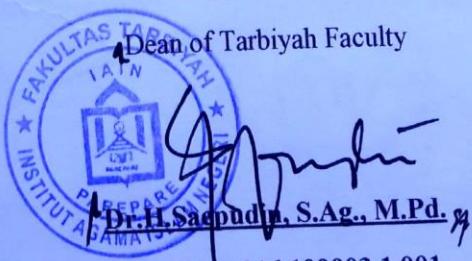
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SKRIPSI

**THE USE OF HOMOPHONE GAME TO IMPROVE STUDENTS'  
PRONUNCIATION AT THE SEVENTH GRADE OF  
MTs NEGERI 2 SIDENRENG RAPPANG**

Submitted by

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In the name of Allah, The Beneficent and The Merciful

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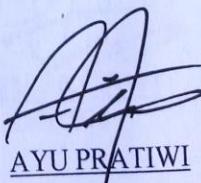
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Parepare, January 23<sup>rd</sup> 2019

The Researcher



AYU PRATIWI

Reg Number. 14.1300.096

### **DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI**

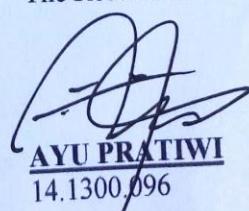
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State that this skripsi is her own writing and if can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been gotten would be postponed.

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The Researcher



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## ABSTRACT

**AyuPratiwi.** *The Use of Homophone Game to Improve Students' Pronunciation at The Seventh Grade of MTs Negeri 2 SidenrengRappang.* (Supervised by Amzahand Mujahidah)

Pronunciation is one of the important aspects in English that should be acquired and learned by students, because pronunciation has a great impact on students; communication activities. Therefore, the language teacher must give more attention to the students' pronunciation ability. To improve the students' pronunciation, the English teacher needs a suitable method, technique and strategy to conduct in the classroom. Using homophone game is suitable for the teacher in teaching and it gives solution for the teacher in teaching learning activities.

This research is to find out that using Homophone game able to improve the students' pronunciation at the seventh grade of MTs Negeri 2 SidenrengRappang. The researcher was applied pre-experimental with one group pre-test and post-test. The students did the pre-test, got the treatments and did the post-test. And the population in this research was students of class VII at MTs Negeri 2 SidenrengRappang in academic years 2018/2019. The sample of this research is VIIA which is consisted of 30 students. The sample was taken by using purposive sampling technique.

The result in this research was indicated that there was an improvement of the students' pronunciation by using Homophone game, it was showed by the mean score of the pre-test is 1.73 and the post-test is 2.56. It shows that using Homophone game could improve the students' pronunciation at the seventh grade of MTs Negeri 2 SidenrengRappang significantly. T-table value was 2.024, for the level significant ( $p$ ) 5% and  $df = 39$ , and t-test value was 7.478. It means that the t-test value is higher than the t-table ( $7.478 \geq 2.024$ ). Thus, it can be concluded that  $H_1$  is accepted and the  $H_0$  is rejected. In conclusion, using Homophone game is able to improve the students' pronunciation at the seventh grade of MTs Negeri 2 SidenrengRappang.

**Keywords:** Improving Pronunciation, Homophone Game.

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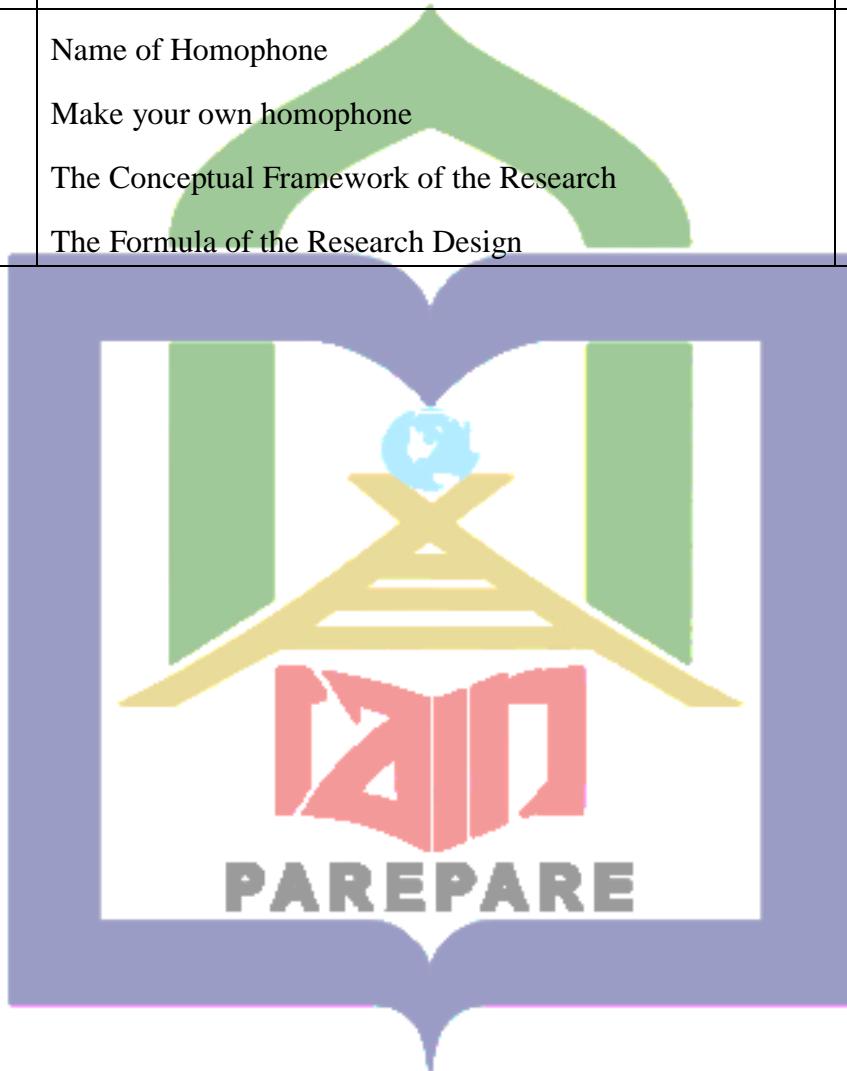
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## CHAPTER I

### INTRODUCTION

#### 1.1 Background

In studying English, students have to master four basic language skills of the target language. They are speaking, writing, listening, and reading. Speaking and writing are language production, while listening and reading are language comprehension. Beside those four skills there are four language elements thought in order to develop the students' skill in language learning. Its elements namely: structure, vocabulary, spelling and pronunciation.

One of the elements, the difficult element is pronunciation because pronunciation means knowledge of knowing to produce word which is very essential in oral communication. When speaker mispronounce some words, phrases or even a word people will not understand about what the speaker said or they will be misunderstanding. To reduce it, the teacher have to equip the student with English certain degree accuracy and fluency in understanding, responding and in expressing himself in the language in speech in other the language.

The students or English learner that can be categorized as a good and successful oral skill developer is those who have a good pronunciation. Produce the vowel and consonant like native speaker. There for, it is necessary for English learner to have a good pronunciation to support them to be a good speaker.

In learning English, English teacher only focus in English generally .Specially for pronunciation is not too much attention in school. Pronunciation is like Cinderella area, its mean vocabulary and grammar have been much understanding by most language teacher than pronunciation.

So that due the problem above, now most of the result indicates that the students have low capability in pronunciation especially the student of junior high school. Based on the researchers' observation, the writer was fond that in general student just only know how to spell the word based on their basic knowledge and students is still low or difficulty in pronouncing the English word correctly. Especially on words that have almost the same pronunciation but different word and meaning. For example "Accept" and "Except", "Here" and "Hear". That words have almost the same pronunciation but different in writing and meaning.

The students in MTs Negeri 2 Sidenreng Rappang have not been able to distinguish the word in a sentence and the teachers don't facilitated students in that regard.

In the process of learning English there are so many media that can be used to improve the students' interest in learning English so that the student will fun and relaxing in study, as well as in pronunciation learning. One of the media that is very popular by students is the game. In pronunciation class there are so many games that can teacher use to teach pronunciation, one of the games is Homophone game.

Homophone game is a natural follow from the homophone dictation and that can be used to help students to practice and remember homophone. Homophone is a part of Homonyms. Homophone is a word that is pronounced the same as another word but has a different meaning or spelling, or both<sup>1</sup>. Homophone may also be spelled alike as in "bear" (the animal) and "bear" (to carry).

---

<sup>1</sup> Cambridge advanced learner's dictionary, Cambridge university press 2003

Based on the explanation above, the researcher interest to conduct a research by the title “The use of Homophone game to improve the students’ pronunciation at the seventh grade of MTs Negeri 2 Sidenreng Rappang”.

## **1.2 Problem Statement**

Based on the background above, the researcher formulates the problem statement as follows:

- 1.2.1 How is the students’ pronunciation ability at the seventh grade of MTs Negeri 2 Sidenreng Rappang?
- 1.2.2 Is the use of homophone game able to improve the students’ pronunciation ability?
- 1.2.3 How does the improvement of students’ pronunciation ability by using homophone game?

## **1.3 Objective of the Research**

- 1.3.1 To find out the students’ pronunciation skill at the seventh grade of MTs Negeri 2 Sidenreng Rappang
- 1.3.2 To find out the able of the homophone game in improve of students’ pronunciation
- 1.3.3 To find out the improvement of students’ pronunciation ability by using homophone game

## **1.4 Significance of the Research**

It is expected that the result of the research will provide useful contribution for:

### **1.4.1 Teacher**

First, by understanding the result of this study, hope the teacher will release

that pronunciation is the most important in English because if we can't produce a good word people will be misunderstanding. And this research is expected to give more information about improve the students' pronunciation by using Homophone game in the class. Therefore, the teacher is enjoyed and fun using this method and students also enjoy without nervous to receive the lesson.

#### **1.4.2 Students**

Second, it can motivate students to study English. Through using game. And it can be motivate students to study pronunciation because many of them think that study about pronunciation is so bored. So with homophone game they will get an enjoyable situation of learning, they won't feel bored. The students will get a better learning system, they will be able to improve their ability in pronunciation At last, they can be a good speaker like native speaker.

#### **1.4.3 School**

Third, the school can compare the advantages of techniques to other kind of learning pronunciation. So the school will be more selective in determining the technique. Using the appropriate technique of pronunciation as one way that will be used for the school to increase the quality of its out put. Therefore, the school will get good reputation from government or society.

#### **1.4.4 Researcher**

Fourth, for other researcher, the result of the research is able to use reference to furthermore research in developing teaching pronunciation. It is hoped that the data can open other researchers' mind in completing the research. Therefore, for other research will be got a good result related to teaching pronunciation. The data can use to improve other research.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Some Pertinent Ideas

##### 2.1.1 The Concepts of Pronunciation

###### 2.1.1.1 Definition of Pronunciation

Pronunciation is one of the important aspects in English. In oral communication every sound, stress and intonation may convey meaning. In English speaking, we have to be very careful in pronouncing words, because when we mispronouncing it, the listeners will be misunderstanding about what we say.

In dictionary of American English pronunciation said that, pronunciation is a Learning to pronounce and spell English words is especially difficult because some sounds of the language can be spelled in many different ways.<sup>1</sup> For example, the sound in the word “eat”, represented by the phonetic symbol [i], can be spelled thirteen different ways, as illustrated in the following words : Caesar, be, sea, bee etc.

And in oxford university press said that pronunciation is the way in which a language or particular word or sound is spoken and pronunciation is the act or manner of pronouncing articulate utterance.<sup>2</sup>

Kelly stated that pronunciation is the “Cinderella” area Foreign-language teaching. She shows that studied pronunciation longer than pronunciation. For this reason, grammar and vocabulary have been much better understood by most language

<sup>1</sup> Bernard Silverstein. *TC's Dictionary of American English pronunciation.* (NTC publishing group)

<sup>2</sup> Oxford University Press. *Oxford Learners Pocket Dictionary.*

teachers than pronunciation, which began to be studied systematically only a short time before the beginning of the twentieth century.<sup>3</sup>

Absolutely pronunciation is the element that very important in English, pronunciation is one of the most important thing that student have to master in order to communicate appropriately and fluently.<sup>4</sup>

Michael Vaughan stated that pronunciation is how to say a word in which it is made up of sound, stress and intonation. Sound deals only with sound can be meaningless, but if we put some sound together in certain order, that will hear a meaning about something. Stress is emphasis of the words then they are pronounced and indicated in writing.<sup>5</sup>

Byrne State that pronunciation is the sound that a speaker can imitate when he is listening to others. He continued that a language can use that imitation from the other. In this case, a listener can imitate from speaker and then says something to other listener.<sup>6</sup>

Peter Strevens stated that pronunciation is a matter of noises, speech-sounds. Any accent is consisted of a regular system of sound.<sup>7</sup>

Pronunciation is the way in which a word or language is spoken. This may refer to generally agreed-upon sequences of sounds used in speaking a given word or

---

<sup>3</sup> Marianne Celce-Murcia, *et al.*, eds., *Teaching Pronunciation* ( a course book and references guide), (New York: Cambridge University Press,2010),p.2

<sup>4</sup> Veronika Unun Pratiwi, Septi Iriani dan Arin Arianti. “*Improving students’ pronunciation skill using Homophone game (a classroom action research at first eleventh grade science students of SMA N 1 Nguter”*( Journal International conference on Indonesian islam, education and science ICIIES, 2017), p. 662

<sup>5</sup> Michel Vaughan , *Test your Pronunciation* (Person Education Limited, England, 2002).p.6

<sup>6</sup> Bryne, Dann, “*Teaching Oral English*”,( longman Handbooks for Language Teacher. (London Group. 1986).p.8

<sup>7</sup> Peter Strevens. *British and American English.*( Cassell : London. 1978),p.67

language in specific dialect (“correct pronunciation”), or simply the way a particular individual speaks a word or language.<sup>8</sup>

Based on the explanation, the researcher conclude that pronunciation is the way to say or produce the word correctly because when we produce it correctly people will understand what we said. If we master in pronunciation automatically we will master in speaking too.

#### 2.1.1.2 Part of Pronunciation

There are three components that we have to know in pronunciation, such as : sound, stress and intonation .

##### 2.1.1.2.1 Sound

Sound is the things that you hear.<sup>9</sup> Sound is word that made up of individual sound (or phonemes). For example ‘beat = /b + I; + t/ ( I; is the symbol of the sound “ee”). Sound is represented here by phonetic symbol because there is no one-to-one correspondence between written letters and spoken sound.<sup>10</sup> Different spelling can have the same sound too. By changing one sound, we can change the word and its meaning for example: if we change /i/ to /I/ we get ‘bit’ instead of ‘beat’.<sup>11</sup>

The sound of the language is divided into vowel and consonant. When the vocal cords vibrate the sound is voiced. When the vocal cords do not vibrate, the sound is voiceless. All vowels are voiced, but consonants may be either voiced or voiceless. In addition all vowel and some consonants can be held for a shorter or longer period of time, depending on which sound precedes or follows the sound.<sup>12</sup>

<sup>8</sup> <http://en.m.wikipedia.org>

<sup>9</sup> An Active Learning Dictionary, Learners Publishing Pte Ltd. 2003

<sup>10</sup> Jeremy Harmer. “How to Teach English” .( wesley Longman Limited 1998)

<sup>11</sup> Jeremy Harmer. “How to Teach English” .( wesley Longman Limited 1998)

<sup>12</sup> Gertrude F.orion. “Pronouncing American English: Sound, Stress And Intonation”, (Queensborough Community College. New York. 1988). p.1

### 2.1.1.2.1.1 Vowel

According to Peter, vowel is sounds in which there is no obstruction to the flow of air as it passes from the larynx to the lips.<sup>13</sup> In oxford dictionary, Vowel is speech sound in which the mouth is open and the tongue is not touching the top of the mouth.<sup>14</sup> The vowel sound is the sound that we produce and in this situation the tongue doesn't touch other parts of the mouth, teeth or lips. The vowel sound differ by :

- The distance between lips
- The shape of the lips
- The length of time the sound is held<sup>15</sup>

Table 2.1 English vowel sound

No	Symbol	Example
1	/iy/	East, Receive, Believe, Sweet
2	/I/	Hit, Lip , Been.
3	/ey/	Pay , Wait, Break
4	/ɛ/	End , Men, says, Said
5	/æ/	Am , Bad, Bat
6	/uw/	Too, Shoe, True
7	/ʊ/	Cook, Wolf, Would, Put
8	/ow/	Oh, Open, Soul
9	/ə/	Us, Umpire, Sunday, Blood

<sup>13</sup> Peter Roach." *English Phonetics and Phonology*". (Cambridge University Press. New York.1983)

<sup>14</sup> Oxford University Press." *Oxford learners' Pocket Dictionary*". Four Edition

<sup>15</sup> Jean Yates, "Pronounced it Perfectly in English". (Barron's Educational, Series, INC : United states of America,1995), p.2.

10	/ɔ/	<u>Also</u> , <u>awful</u> , <u>Pause</u>
11	/aw/	<u>Out</u> , <u>Cloud</u> , <u>House</u> , <u>Town</u> , <u>How</u>
12	/a/	<u>Calm</u> , <u>Large</u> , <u>Ma</u>
13	/u/	<u>Woman</u> , <u>look</u> , <u>book</u>
14	/iuw/	<u>Cute</u> , <u>View</u> , <u>Beauty</u>
15	/oiy/	<u>Boil</u> , <u>Soil</u> , <u>Boy</u> ,
16	/aiy/	<u>My</u> , <u>Fly</u> , <u>Guy</u>

#### 2.1.1.2.1.2 Consonants

In oxford dictionary, consonant is speech sound made by (partly) stopping the breath with the tongue, lips etc.<sup>16</sup> And it's determined by :

- The position of the tongue, lips and teeth
- The way air is release
- The use of, or absence of, voice

Table 2.2 English consonant sound

No	Symbol	Example
1	/p/	<u>Pay</u> , <u>pat</u> , <u>praise</u>
2	/b/	<u>Cabs</u> , <u>bag</u> , <u>sobbed</u>
3	/t/	<u>Ten</u> , <u>tip</u> , <u>tap</u>
4	/d/	<u>Day</u> , <u>dad</u> , <u>tide</u>
5	/k/	<u>Clean</u> , <u>ask</u> , <u>question</u>
6	/g/	<u>Game</u> , <u>ghost</u> , <u>bag</u>
7	/f/	<u>Trophy</u> , <u>tough</u> , <u>four</u>

<sup>16</sup> Oxford University Press. “Oxford learners’ Pocket Dictionary”. Four Edition

8	/v/	Say <u>es</u> , of, ever
9	/ch/	Catch , watch <u>ing</u> , lunch
10	/j/	Jam , just , edges
11	/sh/	Shame, o <u>cean</u> , s <u>ugar</u>
12	/zh/	Vision
13	/s/	Bosses, c <u>ell</u> , fast
14	/z/	Easy , cou <u>s</u> in, la <u>zy</u>
15	/l/	Shelf, animal <u>_</u> , place
16	/r/	Pair <u>_</u> , mirror, more
17	/m/	Camp, game <u>s</u> , comb
18	/n/	Money, envy, plains
19	/ŋ/	Singer, tongue, strong
20	/θ/	Teeth, month <u>_</u> , deaths
21	/h/	Who, alcohol, hill
22	/w/	One, sweet, why
23	/y/	Year, yellow

#### 2.1.1.2.2 Stress

## PAREPARE

English words can be divided into syllables. Each spoken vowel sound makes one syllable. A syllable can be

- A vowel sound alone
- A vowel before a consonant
- A vowel after a consonant

- A vowel between consonants<sup>17</sup>

Stress is giving a louder and longer sound to the syllable or to the word.

Syllable is sound that is not spelling. Stress is consisted in two elements, that is word stress and sentence stress.

#### 2.1.1.2.2.1 Word stress

Word stress is syllable emphasis in the word. Word stress is divided into two parts: primary and secondary stress

#### 2.1.1.2.2.2 Sentence stress

Sentence stress is the emphasis of the word in the sentence. Example I will go to the campus, I will go to the campus, I will go to the campus.

#### 2.1.1.2.3 Intonation

Intonation refers to the use of melody and the rise and fall of the voice when speaking.<sup>18</sup> Each language uses rising and falling pitches differently, so that Intonation is the “musical score” of language in every “tune” has a special meaning. So the intonation can convey grammatical meaning as well as the speakers’ attitude. Because it will tell whether a person is making statement or making a question when you promote your intonation. It will also indicate when person is confident, doubtful, shy, annoyed or impatient.

### 2.1.2 Factors Affecting in Pronunciation Learning

Based on Joanne Kenworthy who provided a balanced treatment of theory and practices identifies six principal factors affecting pronunciation learning. These are as follows:

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<sup>17</sup> Jean Yates, “Pronounced it Perfectly in English”. (Barron’s Educational Series, INC : United states of America,1995), p.142.

<sup>18</sup> Paulette dale, Lilian Poms “ English Pronunciation made simple “ .(Longman: United States of America.2005).p.105

2.1.2.1 The native Language. We have already looked in some detail at the influence of the first language on the sound system of a sound.

2.1.2.2 The age. This factors refers to the commonly held belief that there is strong relationship between second language pronunciation ability and age. The question of whether there is an age related limit on the mastery of pronunciation has been well researched, but like many other areas in language teaching. The result is rather mixed, and it is too early to state that there is a simply and straight forward link between age and pronunciation ability.

2.1.2.3 Amount of exposure. Once again, there are problems with this factor not the last of which involves qualifying “amount of exposure”. Many people living in the target country hear little of the target language, while others living in their own native country may have significant exposure as a contributory factor. It is not a necessary factor in the development of pronunciation.

2.1.2.4 Phonetic ability. It refers to whether someone has an “ear” for a foreign language, and tests have been developed to measure this factor (which is generally referred to as “phone coding ability or auditory discrimination ability) there is some evidence that good discrimination pronunciation drills, while poor discrimination are not.

2.1.2.5 Attitude and identity. The ability adapt and develop a foreign pronunciation has also been linked with the extent to which the learner wants to identify with the target culture.

2.1.2.6 Motivation and concern for good pronunciation. This final factors is probably also related to personality, some students seem unconcerned about making mistake.<sup>19</sup>

The explanation above, gives a motivation for everyone to learn pronunciation. The six principal factors affecting pronunciation are alternative to making light of learning pronunciation.

### 2.1.3 Concept of Game

#### 2.1.3.1 Definition of Game

Games are learning situation with an element of competition and /or cooperation, it can stimulate and involved learners when they interact with other students and/pr the game.<sup>20</sup> Most students see life in terms of games, and almost anything else, except perhaps eating, sleeping, or watching TV, is regarded as something they “have to” do rather than “want to” do. As teachers we need to recognize and go along with this basic fact, and give games a central role in our classes.

If learning itself feels like a game, and if the students feel they are discovering a fascinating new world of English through games they would also enjoy outside the classroom, it is much more likely the children will take what they learn home with them and use it in their daily lives.

Games also provide a nonthreatening environment for coping with new learning when students are having fun they are more likely to take risk, make mistake

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<sup>19</sup> Joanne Kenworthy, “*Teaching English Pronunciation*”. Longman Handbooks For Language Teacher. ( New York, 1987), p. 4-8

<sup>20</sup> Ian Reece and Stephen Walker,” *Teaching , Training and Learning a Practical Guide*”, (Business Education Publisher, 1997), p. 159

without having feelings of failure, and try to overcome their initial feelings of confuse when they encounter new words and patterns.<sup>21</sup>

In Longman dictionary, game is a kind of activity or sport in which people or teams compete with each other, that is played according to a set rules.<sup>22</sup> And in oxford dictionary, said that game is from of play sport with rules or children's activity when they play with toys, pretend to be someone else.<sup>23</sup>

#### 2.1.3.2 Type of Game

Game may be classified according to whether they emphasize skill, chance, reality or fantasy, as well as according their strategy or shadow game.

2.1.3.2.1 In game of chance the outcome is independent of player capabilities, as in dice, roulette and poor financial speculation. Game of changed has the educational advantaged of dramatizing the limitation of the effort and skill, humbling the over achiever and encouraging the under achiever.

2.1.3.2.2 Game of reality are essentially models or simulated of no play, real word operation, as theater, fiction military, maneuvers and such games as monopoly and diplomacy.

2.1.3.2.3 In game of skill the outcome depend on the capabilities of the players as in chess. Tennis or some type of business. Game of skill reward achievement laziness.

2.1.3.2.4 Game of fantasy which many person would not call game at all, while admitting that then do involve play, release the player from the commotional and

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<sup>21</sup> David Paul, "Teaching English to Children in Asia "(Hong Kong,: Person Longman Asia ELT, 2003), p. 49

<sup>22</sup>Addison Wesley Longman , "Longman active Study Dictionary", ( England: Person Education, 1998), p. 275

<sup>23</sup> Oxford University Press. "Oxford learners' Pocket Dictionary ". Four Edition. p. 181

hebetation, as inducing and skilling in is emotional refreshment and simulation of the imagination.<sup>24</sup>

### 2.1.3.3 The Advantages and Disadvantages of Game

#### 2.1.3.3.1 The Advantages

- Can be fun
- Compete against a machine or situation rather than another students
- Immediate feedback
- Teacher has time to observe students.

#### 2.1.3.3.2 The Disadvantages

- May have to make your own game
- Game may not work
- Immediate feed back
- May not be taken seriously
- May be difficult to control<sup>25</sup>

### 2.1.4 The Concepts of Homophone Game

#### 2.1.4.1 Homophone

Homophone is a term used in semantic analysis to refer to words which have the same pronunciation, but differ in meaning. Homophone is type of homonymy. Homophony is illustrated from such pairs as *threw/through* and *rode/rowed*. When

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<sup>24</sup> Rosmawati, "improving students Vocabulary by Using Stirred letters Game of the second year students at SMP Negeri 2 Patampanua kab.Pinrang". (Skripsi Sarjana: jurusan Tarbiyah: Parepare 2015), p.13

<sup>25</sup> Ian Reece and Stephen Walker, "Teaching, Training and Learning a Practical Guide", ( Business Education Publishers, 1997), p. 159

there is ambiguity on account of this identity, a homophonic clash or “conflict” is said to have occurred.<sup>26</sup>

Homophonous form is phonemically identical, for example, in English, pear, pare, and pair are homophonous, and, as such, they may be called homophones.<sup>27</sup> It is difficult to define degrees of difference in meaning, and there are no simple means of deciding whether forms are “distinctly different” or “related” in meaning. There are, however, some forms which appear to be obviously related, for example, the word run in the expression they run and their run. Even in the phrase the run in her stocking the form run appears to be related in meaning to the preceding occurrences of this homophonous form. Similarly, the fish and to fish appear to contain a meaningfully similar item fish.

On the other hand, in the phrases to pare and the pear there appears to be no meaningful relationship between pare and pear. We may explain such similarities and differences by saying that fish in the phrases to fish and the fish identifies a characteristically associated aspect of a single process, whereas the word pare is not characteristically associated with pear.

#### 2.1.4.2 Homonyms, Homophone and Homographs

There is some confusion and controversy around the definition of homonyms, homophone and homographs. Homonyms are words that sound and also look like, but they have different meanings. As in “can you pass that can mike?” or “may I sail with you in may?” This word is a blast if you say them quite fast.<sup>28</sup>

<sup>26</sup> David Crystal , “Dictionary of Linguistic and Phonetics”, ( USA: Basil Blackwell ,Third Edition , 1991), p. 167

<sup>27</sup> Eugene A.Nida, “Morphology the Description Analysis of Words ” , ( New York : The University of Michigan Press, Second Edition , 1970), p. 56

<sup>28</sup> Brian P. Clearly, “How Much Can a Bare Bear Bear? What are Homonyms and Homophones?”, (USA: Millbrook Press, 2005), p. 4-6

Homophones are some words sound identical but they spelled in different ways. Like “praise” and “preys” and “prays”. Thought homophones have matching sound. Their meanings aren’t the same. As in “a bee can be” or “a flea can flee”.

Homographs are words which are spelled alike but have two different meanings. It is a term used in semantic analysis to refer to words (i.e. Lexeme) which have the same spelling but different meaning. Homographs are type of homonym. Homograph is illustrated from such pairs as wind (sc .Blowing) and wind (sc .A clock).<sup>29</sup>

#### 2.1.4.3 Homophone Game

Homophone is two word or more words that sound identical but are spelled in different ways. For example: Praise, preys and pray. Though homophone has matching sounds, their meanings aren’t the same (a flea can flee).<sup>30</sup>

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

There are some steps of homophone games in its implementation (Ehow:2010). Before giving the games, the teacher will explain to the students, that homophones are two words or more that sound alike, but different meaning. 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. The teacher will ask the students or first player

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<sup>29</sup> David Crystal , “Dictionary of Linguistic and Phonetics”, ( USA: Basil Blackwell ,Third Edition , 1991), p. 166

<sup>30</sup> Brian P. Clearly, “How Much Can a Bare Bear Bear? What are Homonyms and Homophones?”, (USA: Millbrook Press, 2005), p. 16

to stand on a chair facing the boar ( about 3 or 4 m) the teacher will write the blank sentence and choose the homophone words.

The first player will run up to the boar to answer the question by pronouncing. The first player will change by the second player until all the member get chance. The teacher will give the point for the group who can answer the question truly.

e.g. : fill in the blank with the correct word

- a. road    b. rode    c. two    d. to

1. I .....an elephant at the circus last night

2. Mom, may I go .... the market

3. Sue was lost and didn't know which..... to take

4. I have....pens.<sup>31</sup>

It is difficult to know what to actually do with homophone game in the classroom. Here is some practical game activities that can be used with all kinds of classes.

#### 1. Homophone reaction

The first students need to be able to do is identify that words are pronounced the same, either when listening to or when seeing the words. One of fun activity is to ask them to race to reach as soon as they hear or see a homophone. For example, the teacher reads out or flashes up a list of words and as soon as there are two words that are pronounced the same “fair” and “fare” next to each other. The students stand up, rise one hand or shout out. You can also do this with the word “there” in the list“

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<sup>31</sup> Veronika Unun Pratiwi, Septi Iriani Dan Arin Arianti. “*Improving Students’ Pronunciation Skill Using Homophone Game (A Classroom Action Research At First Eleventh Grade Science Students Of SMA N 1 Nguter”*( Journal International Conference On Indonesian Islam, Education and Science ICIIES, 2017), p. 662

their hat heat hot hit there". As with this list, it is often a good idea to mix up homophone with minimal pairs, and you can do so with most of the ideas below.

## 2. Homophone are not reaction

A variation on the reacting game above is asking students to react whenever words aren't homophone, e.g. keeping still and quiet when they hear or see "bi, by, buy, bye" but reacting when they reach the last word of "here hear hair".

## 3. Homophones search races

A more active approach to identifying homophone is to ask students to search for them. The easiest way is to give them a huge list of words on a worksheet and to flash up one word or picture that students should find the homophone of as quickly as possible. When they think they have found the right one they can shout out the spelling, write the word on a large piece of paper and hold it up. Or use magnetic letters to spell it out. You can play the same game with homophone in a complete written text. It is also possible to do something similar with a listening. Play or read out the text that include homophone, asking students to just identify how many they hear the first couple of times they listen. They can then listen again to try write them down or identify them in a list that is given to them at that point.

## 4. Homophone run and touch

Mainly for young learners, an even more active version of searching is to put pictures or written words around the room and ask them to race to find and touched the homophones of the words you write up or draw on the board.

## 5. Homophones same or different pair work

One of each pair is given a list of word, maybe given in bold in context in whole sentences. Their partner is given a similar list of words, some of which are

homophone, again maybe in whole sentences, without showing their worksheets to each other, they read out their words ( and then the example sentence if they have them) to work out which words are homophone and which one are not.<sup>32</sup>

And, there are various fun-type activities in homophone lesson:

1. Choose the correct homophone

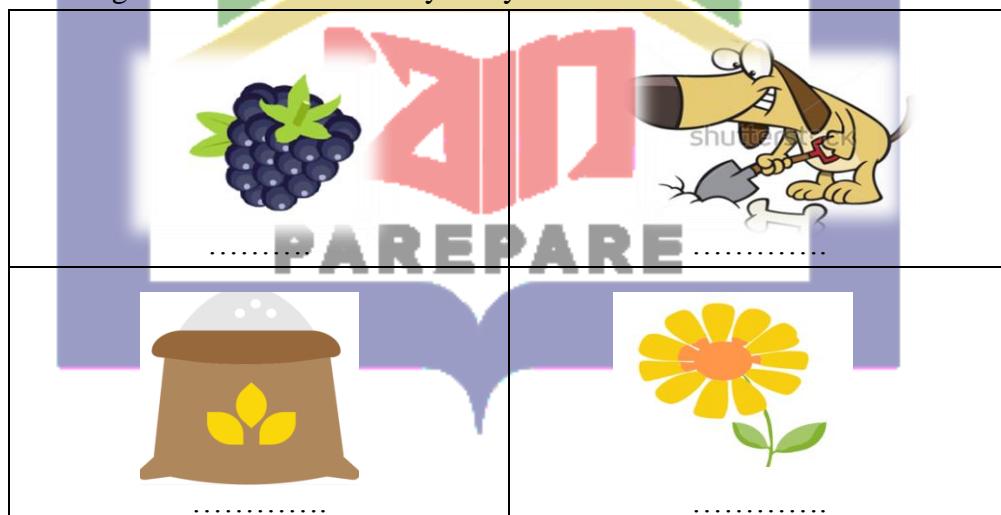
Instruction: read the sentence below and fill in the blanks with the correct homophones. You may look dictionary after you complete this exercise to see if you choose the right homophone correct any mistakes by crossing out or erasing your first answer and writing in the correct homophone.

e.g. : - I have an .....(ant/aunt) by the name of sue

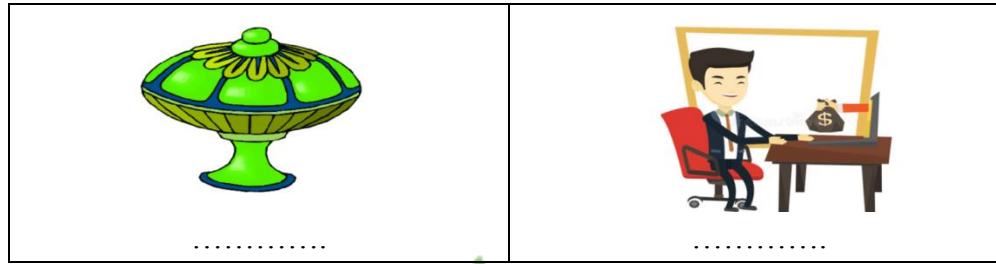
2. Name the homophone

Instruction; look at each set of picture below. Choose the correct homophone for each set from the words list, and write them in the spaces provided.

e.g. : flour - flower / bury-berry / urn-earn



<sup>32</sup> Asrawati Alim, “ Improving Students Pronunciation Through Homophone Game At Second Academy Year In SMAN 1 Pasui Enrekang “ ( Skripsi Sarjana ; Jurusan Tarbiyah dan Adab; Parepare, 2014), h.



### 3. Which homophone is it?

Instructions: which one is it? Circle the correct homophone for each sentence.

e.g. : - this grows in your garden and can be many different colors. ( a flowers/ a flour )

### 4. Correction time

Instruction; some of the homophone is correct and some are wrong. If the homophone is correct, leave the sentences alone. And if the homophone is wrong, cross it out and write the correct word above the wrong one.

e.g. : what do eye have to do win the contest?

A awe is a female sheep

### 5. Hidden Homophone

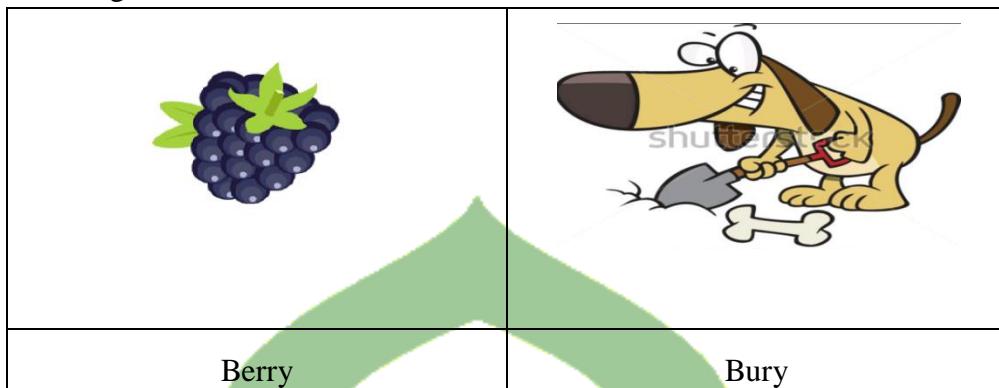
Instruction: in each of the following sentences there is a “hidden homophone” find this “hidden homophone” underline it, and write it as you found in the blank next to the scrambled word in the parenthesis.

e.g.: my mother has a red, ruby ring she wears when she goes out.( bury  
\_\_\_\_)

### 6. Make your own homophone

Instruction; in the boxes below, draw a picture of your favorite homophone pairs, write the name of each homophone under each picture.

e.g. :



#### 7. Homophone crossword puzzle

Instruction: have fun filling in the crossword puzzle, each of the answer is a homophone you may choose your answer from the word list.<sup>33</sup>

#### 2.2 Some Previous Finding

The previous research findings related to increase the students pronunciation using homophone game They are :

Asrawati Alim in her research entitled improving students pronunciation through homophone game at second academy year in SMAN 1 Pasui Enrekang. On her research, she concluded that using homophone game in teaching pronunciation is able to improve students' pronunciation ability. And the problem faced by students is already solved. It can be proved from students' mean score in cycle II (91,3) which is higher than their score in cycle I.<sup>34</sup>

<sup>33</sup> Jo Aan Gordon, "Vocabulary Building With Antonyms, Synonyms, Homophones and Homograph", (Super Duper publication, 1997), p.82-100

<sup>34</sup> Asrawati Alim, " Improving Students Pronunciation Thought Homophone Game at Second Academy Year in SMAN 1 Pasui Enrekang", (STAIN Parepare: Unpublished Skripsi, 2014), p. 49

Ayu Achmad.S on her research findings entitled improving pronunciation skill through tongue twister at the eighth grade of SMPN 2 Kulo Kab.Sidenreng Rappang. Found that through media tongue twister can improve students' pronunciation at the eighth grade of SMPN 1 Kulo. It was proved by the data showed that the mean score of cycle I 0% and the cycle II 100%. It meant, there was significance improvement of the students' pronunciation skill though tongue twister.<sup>35</sup>

Arafah on his research findings entitled the influence of understanding homophone to the eleventh grade students of SMA Negeri 1 Mallusetasi Kab.Barru to improve the students' listening Comprehension. Concluded that there was the influence of understanding homophones to the eleventh grade students of SMA Negeri 1 Mallusetasi to improve the students' listening comprehension, it was proved by the data showed that the mean score of pre-test was 10,71 and the mean score of post-test was 10,74.<sup>36</sup>

As the stated above the researcher concludes that various kinds of technique need by the teacher in teaching pronunciation, various kinds of technique will get the new atmosphere in learning. This also will prevent the students feel bored in the learning. How teacher motivate and guide the students in learning pronunciation, what method teacher should use to make students interested in learning and how their techniques in presenting material, should be the most important thing to be considered. But in the present study, the researcher will try to tech pronunciation skill

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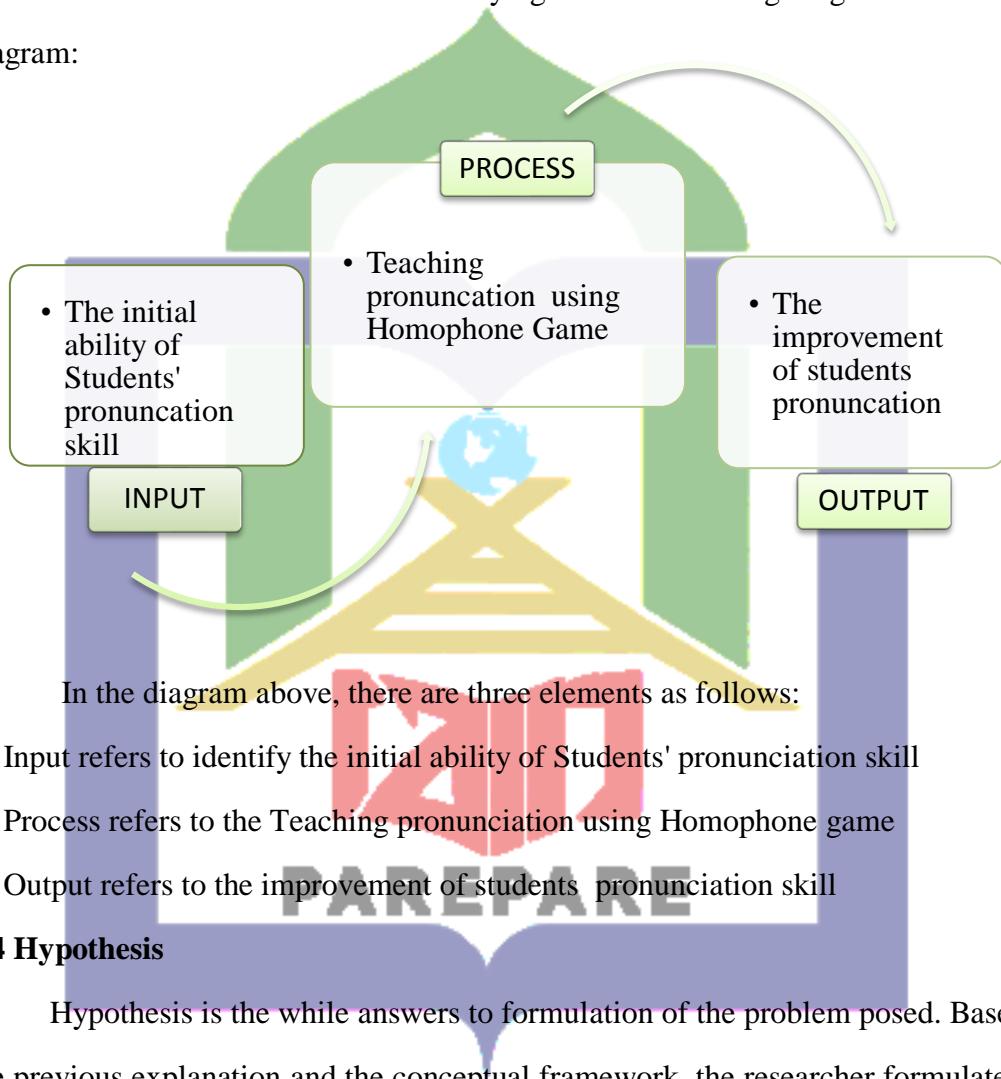
<sup>35</sup> Ayu Acmad. S “ Improving Pronunciation Skill Through Tongue Twister ( a Classroom Action Research at the Eighth of SMPN 2 Kulo Kab.Sidenreng Rappang”,(STAIN Parepare, SKripsi, 2016), p.60

<sup>36</sup> Arafah,”The Influence of Understanding Homophone to the Eleventh Grade Students of SMA Negeri 1 Mallusetasi Kab.Barru to Improve The Students' Listening Comprehension”, ( STAIN Parepare:Skripsi,2015), p.46

at the seventh grade students of MTs Negeri 2 Sidenreng Rappang using Homophone game.

### 2.3 Conceptual Framework

The theoretical framework underlying this research is giving in the following diagram:



### 2.4 Hypothesis

Hypothesis is the while answers to formulation of the problem posed. Based on the previous explanation and the conceptual framework, the researcher formulates the hypothesis as follow:

(Ho): Homophone game is not able to improve students' pronunciation at seventh grade of MTs Negeri 2 Sidenreng Rappang.

(Hi): Homophone game is able to improve students' pronunciation at seventh grade of MTs Negeri 2 Sidenreng Rappang.

## 2.5 Variable and Operational Definition of Variable

### 2.5.1 Variable

There are two variable was involved in this research namely independent variable and dependent variable.

2.5.1.1 The depend variable was students' pronunciation at the seventh grade of MTs Negeri 2 Sidenreng Rappang

2.5.1.2 The independent variable was using Homophone game to improve students' pronunciation at seventh grade of MTs Negeri 2 Sidenreng Rappang.

### 2.5.2 Operational Definition

2.5.2.1 Student's pronunciation is the students' ability to produce the English language of sound that consist of vowel and consonant sounds

2.5.2.2 The use of homophone game in teaching, the researcher use homophone game as teaching pronunciation. Homophone game is a game that natural follow from the homophone dictation and can be used to help the students to practice and remember homophones.

**PAREPARE**

## CHAPTER III

### THE METHOD OF THE RESEARCH

#### 1.3 Design of the Research

The kind of the research that applied was pre-experimental method by using one group pre-test and post-test design, this was one group of experiments measure the dependent variable ( pre-test), then given the stimulus, and measured again the dependent variable (post-test), without any comparison group.<sup>1</sup>

In this design one subject group was used. First measurements are made, then, subjected to treatment for a certain period of time, then, a second measurement is made.<sup>2</sup>

Where :

$T_1$  = the pre test

$T_2$  = the post test

X = treatment

#### 3.2 Place and Duration of the Research

The research was conducted in MTs Negeri 2 Sidenreng Rappang Jl. Mesjid agung, No 2 Pangkajene Kab. Sidenreng Rappang, the researcher used the quantitative research that has a several time to collect and analysis data. The researcher took duration about two months, starting from October until November.

<sup>1</sup>Bambang Prasetyo and Lina Miftahul Jannah” *Metodologi Penelitian kuantitatif*”, (Jakarta: Rajawali Pers ,2014), p. 161

<sup>2</sup> Sumadi Suryabrata, “*Metodology Penelitian*”,(Jakarta: PT Raja Grafindo Persada, 1997), p.41

### 3.3 Population and Sample

#### 3.3.1 Population

The population in this research was the first year students of MTs Negeri 2 Sidenreng Rappang academic year 2018/2019. There were five classes in this research they are VII A, VII B, VII C, VII D, VII E. The total number of them can be seen in the following table below:

Table 3.1 population of the VII MTs Negeri 2 Sidenreng Rappang

Class	Number of students
VII A	30
VII B	32
VII C	35
VII D	32
VII E	32
Total of Students	161

(source: administration of MTs Negeri 2 Sidenreng Rappang)

#### 3.3.2 Sample

The researcher took only one class as respondent of this research. These sample chosen by using *purposive sampling technique*, as respondent of the research, because there are some classes, the researcher took VII A as the sample, based on the recommendation of the Head Master and English teacher in MTs Negeri 2 Sidenreng Rappang. He stated that the diversity level of intelligence of the students in this class allows in represent the population. Total of samples was 30 students.

### **3.4 Instrument of Collecting Data**

In this research, the researcher used the observation sheets and test sheets as a instrument collecting data.

#### **3.4.1 Observation**

Observation is a deliberate, systematic observation of the social phenomena with psychic symptoms for later recording.<sup>3</sup> With observation technique used is participative observation (observation involved). In a participatory technique, the researchers took part in observe activities. And in this case the researcher used observation checklist.

#### **3.4.2 Test**

The test is a series of questions or exercises or other tools used to measure the skills, knowledge, intelligence, abilities or talents possessed by individuals or groups (Arikunto,1996:138).<sup>4</sup> In this research, the researcher used two tests. That is pre-test. It gave to students before the researcher give treatment. And the second test is post test. The researcher gave it to the students after treatment.

### **3.5 Procedure of Collecting Data**

The procedures of collecting data were presented in chronological order as in the following:

#### **3.5.1 Pre-test**

The pre-test was given to find out the students initial comprehension of pronunciation before doing the treatment. Pre-test carried on the first meeting by

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<sup>3</sup> Ronny Hanitijo Soemitro, "Metodologi Penelitian Hukum", dalam Joko Subagyo., *Metode Penelitian Dalam Teori dan praktek*( Cet IV: Jakarta: Rineka Cipta).p, 63

<sup>4</sup> Esti ismawati," metode Penelitian Pendidikan Bahasa & Sastra", ( Yogyakarta: Ombak, 2012).p. 73-74

giving test. The students asked to read the some words about Homophone without giving example earlier pronunciation and researcher recorded voice of the students.

### 3.5.2 Treatment

After giving a pre-test, the researcher gave treatments 4 times, each time ran 80 minutes. The procedure of learning and teaching process (treatment) was presented as follow:

#### 3.5.2.1 First meeting

3.5.2.1.1 The researcher said greeting to the students and prayed before studying

3.5.2.1.2 The researcher gave explanation about What is Homophone

3.5.2.1.3 The researcher turned on laptop and the students watching and listen the material about homophone and how to pronounce it

3.5.2.1.4 The students listened carefully and follow the sound from the speaker

3.5.2.1.5 The researcher asked the students to repeat the speakers' word and gave the students correction.

#### 3.5.2.2 Second meeting

3.5.2.2.1 The researcher gave greeting to the students

3.5.2.2.2 In the class, the students played "Name of Homophone" Game

3.5.2.2.3 The researcher gave some picture

3.5.2.2.4 And the student instruction to choose the correct homophone for each set from the words list, and write them in the space provided.

3.5.2.2.5 And they asked to find out the meaning of the word to add their vocabularies.

#### 3.5.2.3 Third meeting

3.5.2.3.1 The researcher gave greeting to the students

- 3.5.2.3.2 Students divided into each group to play “Homophone Card” game
- 3.5.2.3.3 Each group consisted into 5 students
- 3.5.2.3.4 The researcher explained about the rule of the game
- 3.5.2.4 Fourth meeting
  - 3.5.2.4.1 The researcher gave greeting to the students
  - 3.5.2.4.2 The researcher gave some papers to play “make your own homophone” game
  - 3.5.2.4.3 The student was instructed to draw a picture of their favorite homophone pairs, write the name of each homophone under each picture.
  - 3.5.2.4.4 The researcher controlled the students’ answer
- 3.5.3 Post-test
 

After the treatment, the researcher gave the students post-test. Post-test is the last part which is important to do. The researcher got the result of the treatment for both of the class. The test is same on pre-test before.
- 3.5.4 Observation
 

The researcher has analyzed the process in teaching pronunciation using homophone game.

### **3.6 Technique of Data Analysis**

The Technique used to describe of each research Variable by showed descriptive statistic analysis.

- 3.6.1 Scoring of the test as follow:

$$score = \frac{\text{students correct answer}}{\text{the total number of item}} \times 100$$

3.6.2 The data collected from both of test, pre-test are classified based on the following classification:

**3.2 Table of classification score**

No	Score	Characters	Classification
1	80 – 100	A	Excellent
2	66-79	B	Good
3	56 – 65	C	Fair
4	40 – 55	D	Poor
5	30-39	E	Very poor <sup>5</sup>

(source : Suharsimi Arikunto, 2009 : 254)

3.6.3 Calculating the mean score of the students' test. The researcher used the following formula

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

Where:

$\bar{X}$  : Means score

$\sum X$  : The total number of the score

N : Total number of subject<sup>6</sup>

3.6.4 Calculating the percentage of the students score.

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

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<sup>5</sup> Suharsimi Arikunto," Dasar-dasar Evaluasi Pendidikan", (Revisi Kesepuluh:Jakarta: Bumi Aksara, 2009), p. 254

<sup>6</sup> L.R Gay," Educational Research Competences Analysis and Application", (USA: Florida InternationalUniversity), p. 299

Where:

P : Percentage

F: Number of correct

N : Number of sample

3.6.5 To calculate standard deviation by using the following formula:

$$SD = \sqrt{\frac{\sum x - \frac{(\sum x)^2}{n-1}}{N-1}}$$

Where:

SD : Standard Deviation

$\sum x$  : The Sum all square

N : the total number of students

$(\sum x)^2$  : the sum square of the sum of square

3.6.6 Finding significant difference between the mean score of the pre-test and post-test by calculating the value of the test using the following formula:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - (\sum D)^2}{N(N-1)}}}$$

D : the means score of different

$\sum D$  : the difference score of the two test ( pre-test and post-test)

$\sum D^2$  : the sum of the differences score of the two tests

N :the total sample<sup>7</sup>

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<sup>7</sup> L.R Gay, "Educational Research Competences Analysis and Application", (USA: Florida International University), p. 299

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter consisted in two parts, namely finding of research and the discussion of the research. The finding of the research cover the description of the result of data collected through test and the discussion that can be discussed in the part below.

#### 4.1 Findings

This research was conducted with the aim to know the improvement of the students' pronunciation using Homophone game at the seventh grade of MTs Negeri 2 Sidenreng Rappang with using 32 students from VII A of class VII as population. However, two students of grade VII A precisely at the time the researcher conducted the research not enter the class. So they are considered not included population.

After conducting the research the writer obtained two kinds of data, the score of pre-test and post-test. The test was done twice, pre-test was given before treatment to know the students' ability, and the post-test was given after giving treatment.

##### 4.1.1 The students' score in pre-test

Table 4.1 The Students' Score in Pre-Test

No	Respondents	Max score	Score	Classification
1	S1	100	57.5	Fair
2	S2	100	50	Poor
3	S3	100	32.5	Very poor
4	S4	100	32.5	Very poor
5	S5	100	30	Very poor
6	S6	100	62.5	Fair

7	S7	100	62.5	Fair
8	S8	100	50	Poor
9	S9	100	40	Poor
10	S10	100	67.5	Good
11	S11	100	67.5	Good
12	S12	100	75	Good
13	S13	100	40	Poor
14	S14	100	35	Very poor
15	S15	100	62.5	Fair
16	S16	100	75	Good
17	S17	100	57.5	Fair
18	S18	100	65	Fair
19	S19	100	40	Poor
20	S20	100	50	Poor
21	S21	100	47.5	Poor
22	S22	100	42.5	Poor
23	S23	100	50	Poor
24	S24	100	52.5	Poor
25	S25	100	85	Excellent
26	S26	100	37.5	Very poor
27	S27	100	47.5	Poor
28	S28	100	57.5	Fair
29	S29	100	32.5	Very poor
30	S30	100	52.5	Poor
$\Sigma$	N = 30	-	1557.5	

(source : students' pre-test of VII A MTs Negeri 2 Sidenreng Rappang)

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

$$\bar{X} = \frac{1557.5}{30}$$

$$\bar{X} = 51.92$$

Based on the result of the pre-test analyzed in the table above, it shows that the higher total score was achieved by the respondent S25 with 85 total score. On the other hand, the respondent S5 achieved 30 as the lowest total score. However, the overall students achieved 51.92 as the average score for their ability before learning by using Homophone game. To know more the students' score percentage of the pre-test, there were descriptive table below:

Table 4.2 The Percentage of Pre-Test Score

No	Classification	Score	Frequency	%
1	Excellent	80 – 100	1	3.33 %
2	Good	66-79	4	13.33 %
3	Fair	56-65	7	23.33 %
4	Poor	40-55	12	40 %
5	Very poor	30-39	6	20 %
Total			30	100.00 %

Table 4.2 shows that most of the students' score of pre-test were in Poor classification before giving treatment. Where 1 (3.33%) out of 30 students was in excellent classification, 4 (13.33%) out of 30 students were in good classification, 7 (23.33%) out of them were in fair classification, 12 (40%) out of 30 students were in poor classification, and 6 (20%) out of them in very poor classification. Its means that

there are many students in fair and poor classification compared excellent, good and very poor classification before giving treatment.

#### 4.1.2 The Students' Score in Post Test

The data of the post-test score can be seen in the table below

Table 4.3 The Students' Score in Post-Test

No	Respondents	Max score	Score	Classification
1	S1	100	72.5	Good
2	S2	100	67.5	Good
3	S3	100	67.5	Good
4	S4	100	72.5	Good
5	S5	100	47.5	Poor
6	S6	100	65	Fair
7	S7	100	80	Excellent
8	S8	100	67.5	Good
9	S9	100	80	Excellent
10	S10	100	86	Excellent
11	S11	100	80	Excellent
12	S12	100	75	Good
13	S13	100	95	Excellent
14	S14	100	77.5	Good
15	S15	100	86	Excellent
16	S16	100	90	Excellent
17	S17	100	75	Good
18	S18	100	77.5	Good
19	S19	100	75	Good
20	S20	100	77.5	Good

21	S21	100	75	Good
22	S22	100	67.5	Good
23	S23	100	67.5	Good
24	S24	100	72.5	Good
25	S25	100	100	Excellent
26	S26	100	75	Good
27	S27	100	72.5	Good
28	S28	100	70	Good
29	S29	100	75	Good
30	S30	100	77.5	Good
$\Sigma$	N = 30	-	2267	

(source : students' post-test of VII A MTs Negeri 2 Sidenreng Rappang)

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

$$\bar{X} = \frac{2267}{30}$$

$$\bar{X} = 75.57$$

From the data on table above, one student S25 got 100 score as the highest total score, and one student S6 got 65 total score as the lowest total score achieved by the students in the post-test. But the result of the post-test score analysis indicated that the students have achieved 75.57 as the total mean score. As the mean score of post-test which mean that the students' pronunciation ability after giving treatment using Homophone game was "Good"

Table 4.4 the classification of students' score on post-test

No	Classification	Score	Frequency	%
1	Excellent	80 – 100	8	26.67%
2	Good	66-79	20	66.67%
3	Fair	56-65	2	6.67%
4	Poor	40-55	-	0%
5	Very poor	30-39	-	0%
Total			30	100.00 %

Table 4.4 shows that most of the students' score were in good classification after giving treatment. Where 8 (26.67%) out of 30 students were in excellent classification, 20 (66.67%) out of 30 students were in good classification, 2 (6.67%) out of students were in fair classification, and none of the students got poor and very poor classification. It means that after giving treatment there are increasing in the value of the students on the classification. It indicated that students' pronunciation was improving after using Homophone game.

#### 4.1.3 The mean score and standard deviation of the students' pre-test and post-test

##### 4.1.3.1 Mean score of pre-test and post-test

Pre-test = 51.92

Post test = 75.57

##### 4.1.3.2 Standard deviation

$$SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{86781.25 - 80860.21}{29}}$$

$$SD = \sqrt{204.1739} = 14.2889$$

To calculate standard deviation in post-test, the researcher use formula:

$$SD = \sqrt{\frac{\sum x^2 - \frac{(\Sigma x)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{174079.5 - 171309.63}{29}}$$

$$SD = \sqrt{96.51264} = 9.773057$$

Table 4.5 Mean score and standard deviation of pre-test and post-test

No	Test	Mean score	Standard deviation
1	Pre-test	51.92	14.29
2	Post-test	75.57	9.77

Based on the table above the students' pronunciation ability before giving treatment in pre-test got 51.92 mean score and after giving treatment in post-test, the students' mean score was 75.57. It provided that there was an improvement to the students' pronunciation using Homophone game.

#### 4.1.4 The overall result of pre-test and post-test

Pre-test is a set of question was given to the students before giving treatment, and post-test was given to know the students' ability after giving treatment. Comparing the students' score of pre-test and post-test allowed us to see whether the

treatment was successful in improving students' ability in pronunciation. The comparison of the gain score between pre-test and post-test could be illustrated as follow:

Table 4.6 The overall result of pre-test and post-test

No	Respondents	Pre-test	Post-test
1	S1	57.5	72.5
2	S2	50	67.5
3	S3	32.5	67.5
4	S4	32.5	72.5
5	S5	30	47.5
6	S6	62.5	65
7	S7	62.5	80
8	S8	50	67.5
9	S9	40	80
10	S10	67.5	86
11	S11	67.5	80
12	S12	75	75
13	S13	40	95
14	S14	35	77.5
15	S15	62.5	86
16	S16	75	90
17	S17	57.5	75
18	S18	65	77.5
19	S19	40	75
20	S20	50	77.5
21	S21	47.5	75

22	S22	42.5	67.5
23	S23	50	67.5
24	S24	52.5	72.5
25	S25	85	100
26	S26	37.5	75
27	S27	47.5	72.5
28	S28	57.5	70
29	S29	32.5	75
30	S30	52.5	77.5
$\Sigma$	N = 30	<b>1557.5</b>	<b>2267</b>

(source : overall result students' pre-test & post-test of VII A MTs Negeri 2 Sidenreng Rappang)

The table above shows that, there were differences between the pre-test and post-test score. The students got significant improvement by gaining score before and after giving treatment. It meant that the students got an improvement in their ability after learning by using homophone game. The improvement could be measured by taking a minimum score was 30 and the maximum score was 85, and the other hand. In post test the minimum score was 67.5 and the maximum score was 100.

In addition, the students progress in learning also be measured by comparing the students' mean score in pre-test was 51.92 and the mean score in post-test was 75.57. If the two means score were taken into account the students' ability before and after giving treatment. We might stated that the quality of the students' ability improved from "Poor" to "Good"

#### 4.1.5 The t-test analysis

Table 4.7 The Worksheet of Calculated The Score Pre-Test and Post-Test

No	Respondents	Pre-test		Post-test		D	$D^2$
		X1	$X1^2$	X2	$X2^2$		
1	S1	57.5	3306.25	72.5	5256.25	15	225
2	S2	50	2500	67.5	4556.25	17.5	306.25
3	S3	32.5	1056.25	67.5	4556.25	35	1225
4	S4	32.5	1056.25	72.5	5256.25	40	1600
5	S5	30	900	47.5	2256.25	17.5	306.25
6	S6	62.5	3906.25	65	4225	2.5	6.25
7	S7	62.5	3906.25	80	6400	17.5	306.25
8	S8	50	2500	67.5	4556.25	17.5	306.25
9	S9	40	1600	80	6400	40	1600
10	S10	67.5	4556.25	86	7396	18.5	342.25
11	S11	67.5	4556.25	80	6400	12.5	156.25
12	S12	75	5625	75	5625	0	0
13	S13	40	1600	95	9025	55	3025
14	S14	35	1225	77.5	6006.25	42.5	1806.25
15	S15	62.5	3906.25	86	7396	23.5	552.25
16	S16	75	5625	90	8100	15	225
17	S17	57.5	3306.25	75	5625	17.5	306.25
18	S18	65	4225	77.5	6006.25	12.5	156.25
19	S19	40	1600	75	5625	35	1225
20	S20	50	2500	77.5	6006.25	27.5	756.25
21	S21	47.5	2256.25	75	5625	27.5	756.25
22	S22	42.5	1806.25	67.5	4556.25	25	625
23	S23	50	2500	67.5	4556.25	17.5	306.25

24	S24	52.5	2756.25	72.5	5256.25	20	400
25	S25	85	7225	100	10000	15	225
26	S26	37.5	1406.25	75	5625	37.5	1406.25
27	S27	47.5	2256.25	72.5	5256.25	25	625
28	S28	57.5	3306.25	70	4900	12.5	156.25
29	S29	32.5	1056.25	75	5625	42.5	1806.25
30	S30	52.5	2756.25	77.5	6006.25	25	625
<b>Total</b>		1557.5	86781.25	2267	174079.5	709.5	21363.25

In the other to see the students' score, the following is t-test was statistically applied:

To find out D used the formula :

$$D = \frac{\sum D}{N} = \frac{709.5}{40} = 17.7375$$

The calculating the t-test value

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - (\sum D)^2 / N}{N(N-1)}}}$$

$$t = \frac{17.7375}{\sqrt{\frac{21363.25 - \frac{709.5^2}{40}}{40(40-1)}}}$$

$$t = \frac{17.7375}{\sqrt{\frac{21363.25 - \frac{503390.3}{40}}{40(40-1)}}}$$

$$t = \frac{17.7375}{\sqrt{\frac{21363.25 - 12584.76}{40(39)}}}$$

$$t = \frac{17.7375}{\sqrt{\frac{8778.494}{1560}}}$$

$$t = \frac{17.7375}{\sqrt{5.62725}} = \frac{17.7375}{2.372} = 7.478$$

Thus .the t-test value is 7.478

Having analyzed the data of pre-test and post-test by using t-test formula. The data below showed that the value of t-test (7.478) was higher than t-table value (2.024). It meant that there was significance improve of the students' pronunciation by using Homophone game.

Table 4.8 The test of significant

Variable	T-test	T-table value
Pre-test - post-test	7.478	2.024

#### 4.1.6 Testing Hypothesis

To find out degree of freedom (df) the researcher used the following formula :

$$Df = N - 1$$

$$= 40 - 1$$

$$= 39$$

For the level significant (p) 5 % and df = 39, and the value of the table is 2.024, while the value of t-test is 7.498.it means that the t-test value is greater than t-table

( $7.478 \geq 2.024$ ) Thus, it can be concluded that the students' pronunciation through Homophone game is significant better after giving treatment. So the null hypothesis  $H_0$  is rejected and alternative hypothesis is accepted.

#### 4.2 Discussion

The concept Homophone game had impact in improving the students' pronunciation. As a fact, based on the finding, most of students had a good classification in post-test. And it means that, the treatment was success in improving students' pronunciation ability.

There were four meetings for doing the treatment of this research. At the first, before the researcher giving the treatment, the students did the pre-test. It purposed to know the students' pronunciation ability before giving the treatment.

In the first meeting on Tuesday, October 23, 2018, the researcher gave pre-test, the students were asked to read a few words then the researcher recorded what pronouncing by the students. After giving pre-test, the researcher continue to give treatment, the researcher gave more explanation about Homophone, the researcher show some picture of word that have same pronunciation. Like "Flower" and "Flour". And ask to the students to read and realized that those two words have almost same pronunciation, but different in meaning and writing.

In the second meeting on Wednesday, October 24, 2018, the researcher gave some paper to the students, in this meeting, the students played Homophone game, that's called "Name of Homophone", the students instructed to choose the right

answer, then pair it with the picture, and the students also asked to look for meaning, and practice to pronounce the words.

On Tuesday, October 30, 2018 was the third meeting. Before beginning this meeting, the researcher asked the students to recall what was learned at the previous meeting. And after that, the researcher gave some instruction about Homophone game, it was “Homophone crossword puzzle”, the students played that game in the third meeting.

On Wednesday, October 31, 2018 was the last meeting. In this meeting the researcher and the students played the last Homophone game. That was “Homophone Card”. The students divided into several groups and given a homophone card, and students who collect the most homophone card, then he is the winner.

After gave the students the last treatment, the researcher gave post-test. The students answered the question based on their knowledge after treatment. After the students conducting the post-test, the researcher calculated students' score in pre-test and post-test.

Based on the result of data analysis. The mean score of the students' after giving treatment were higher than the mean score before giving treatment. Mean score of pre-test was 51.92 it was in poor classification, while the mean score of post-test was 75.57 and it is in good classification. It can see that, the students' score by using homophone game in learning process was better. It showed from the result of t-test analysis. The t-test value (7.478) was higher than the t-table value (2.024). It

meant that the use of homophone game was able to improve the students' pronunciation ability.

And based on the testing hypothesis, to find out which hypothesis is received between null hypothesis and alternative hypothesis. The result showed that the t-test value 7.478 was higher than the t-table 2.024 for the level significant ( $p$ ) 5% and degree of freedom ( $df$ ) = 39. It can be concluded that the students' pronunciation through Homophone game is significant better after giving treatment. So the null hypothesis ( $H_0$ ) is rejected and alternative hypothesis ( $H_1$ ) is accepted.

After conducting the research, the writer found that the students looked excited in learning process by using homophone game. And that can be seen in the third, fourth and fifth meetings when the researcher applied the homophone game. Most of students found that using Homophone game was enjoyable, so they followed the learning process enthusiastically. This homophone game really helps the students in learning process, especially in improving their pronunciation.

But there are some problems that the students faced mostly. Based on the statement in chapter I, It said that pronunciation is the difficult element in English, and most of students just only know how to spell the word based on their basic knowledge, they could not pronounce English words well and got difficult on it. It was caused by some factors that include poor material, strategy, inappropriate method, the English teacher and the time consumed. And it is provided by the mean score of the students' pre-test which was poor.

At the first meeting, when the researcher gave form of several Homophone words as a pre-test to the students, most of students had difficulty in pronouncing the English word. That is because, they are lack in basic knowledge about English and lack in vocabularies. The writer knows that case after telling the students about it. They said that, they didn't get English early at the elementary school, so that was made them difficult in English. Practically, some students got vocabularies not in school but when they played a game, reading a book, listening music, or watching movie.

And that is supported by Joanne Kenworthy opinions in chapter II, stated that, there are some factors that affecting in pronunciation learning, those are the native language, phonetic ability, exposure ,attitude, identity ,age and motivation. In learning pronunciation is better started from child or young learners, in this stage children or learners have good memorization also they can imitate easily, so it's not too hard for them to learn pronunciation. Because some students said that they didn't get English in elementary school, whereas, there is relationship between pronunciation ability and age. And the students need to be motivated by their parents or teacher.

During the research. In giving treatment because that was a game, so that, the writer must create a fun and conducive learning situation. This game actually is a natural follow from homophone dictation and can be used to help the students practice and remember homophone. This game also helps to highlight some sounds which may be particularly difficult for students to hear and write. The writer used

material which was made by her, based on several types of games conceptualized by Jo Aan Gordon in chapter II.

Ian Reece and Stephen Walker in chapter II, they stated that there are some advantages and disadvantages of game. And it provide by the writer when during the research. Although her material was used Homophone game, when the writer only use a board and marker occasionally, the students more like to learn by using Homophone game. At the time the researcher using Homophone game, the students gave more attention to the researcher instruction and explanation, and it different with the way when the teacher only use board and marker occasionally. The students felt bored until they did not pay attention in learning process.

Based on the result of the international journal of ICIIES by the title improving students' pronunciation skill using homophone game, the homophone game able to improve the students' pronunciation, and in this research after the students did post-test, the researcher found that students' pronunciation ability was improved by homophone game in learning process.

As a result, the writer can draw a conclusion that the use of Homophone game was more effective and efficient to improve the students' pronunciation ability at the seventh grade of MTs Negeri 2 Sidenreng Rappang. It was supported by the statement of Asrawati Alim in chapter II.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter consisted in two parts. It is conclusion and suggestion about using Homophone game to improve students' pronunciation.

#### 5.1 Conclusion

Based on the result of data analysis and discussion of the result in previous chapter, the writer made conclusion that Homophone game was able to improve the students' pronunciation at the seventh grade of MTs Negeri 2 Sidenreng Rappang. This conclusion could be proved by the result of data analysis in pre-test and post-test. The test value was 7.478 and the t-table was 2.024, it meant that the t-test was higher than the t-table.

Besides, there was a significant difference between the students' pronunciation ability at the seventh grade of MTs Negeri 2 Sidenreng Rappang before and after giving treatment. It was provided by the mean score in pre-test and post-test. In pre-test the researcher found the mean score of students was 1.73 and the standard deviation was 14.29, it meant that the students' pronunciation ability before giving treatment was in poor classification. But after giving the treatment by using Homophone game the researcher found the students mean score was 2.56 and standard deviation was 9.77. It means that there was significant improvement of the students' pronunciation after giving a treatment.

It meant that quality of students' pronunciation ability improved from "Poor" to "Good" classification after using Homophone game in giving treatment.

## 5.2 Suggestion

Based on the research, the researcher gives some suggestion as follow:

- 5.2.1 In teaching English, the teacher is hoped more creatively such as in using method, model, strategy as well as technique which suitable with the materials and the students need. So, the aim of learning is able to be achieved.
- 5.2.2 The teacher should be more attention about the other aspect in teaching language, especially the students' pronunciation.
- 5.2.3 The teacher should be active in giving feedback to involve the students.
- 5.2.4 Besides students practice their speaking skill, they also need a deeper understanding of how to pronounce the word correctly.
- 5.2.5 The students should be more active and not be afraid of making mistakes in learning language.
- 5.2.6 Concept Homophone game can be applied in English learning process, particularly the attempt of improving the students' pronunciation.

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### Appendix 1 : Students' score of pre-test

No	Respondents	Pre-test ( $X_1$ )		$X_1^2$	Classification
		Max score	Score		
1	S1	100	57.5	2500	Fair
2	S2	100	50	1056.25	Poor
3	S3	100	32.5	1056.25	Very poor
4	S4	100	32.5	900	Very poor
5	S5	100	30	3906.25	Very poor
6	S6	100	62.5	3906.25	Fair
7	S7	100	62.5	2500	Fair
8	S8	100	50	1600	Poor
9	S9	100	40	4556.25	Poor
10	S10	100	67.5	4556.25	Good
11	S11	100	67.5	5625	Good
12	S12	100	75	1600	Good
13	S13	100	40	1225	Poor
14	S14	100	35	3906.25	Very poor
15	S15	100	62.5	5625	Fair
16	S16	100	75	3306.25	Good
17	S17	100	57.5	4225	Fair
18	S18	100	65	1600	Fair
19	S19	100	40	2500	Poor
20	S20	100	50	2256.25	Poor
21	S21	100	47.5	1806.25	Poor
22	S22	100	42.5	2500	Poor
23	S23	100	50	2756.25	Poor
24	S24	100	52.5	7225	Poor

25	S25	100	85	1406.25	Excellent
26	S26	100	37.5	2256.25	Very poor
27	S27	100	47.5	3306.25	Poor
28	S28	100	57.5	1056.25	Fair
29	S29	100	32.5	2756.25	Very poor
30	S30	100	52.5	2500	Poor
$\Sigma$	N = 30	-	1557.5		

Mean score of pre-test

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

$$\bar{X} = \frac{1557.5}{30}$$

$$\bar{X} = 51.92$$

Standard deviation of pre-test

$$SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{86781.25 - 80860.21}{29}}$$

$$SD = \sqrt{204.1739} = 14.2889$$

**Appendix 2 : students' score of post-test**

<b>No</b>	<b>Respondents</b>	<b>Post-test (<math>X_2</math>)</b>		$X_2^2$	<b>Classification</b>
		<b>Max score</b>	<b>Score</b>		
1	S1	100	72.5	5256.25	Good
2	S2	100	67.5	4556.25	Good
3	S3	100	67.5	4556.25	Good
4	S4	100	72.5	5256.25	Good
5	S5	100	47.5	2256.25	Poor
6	S6	100	65	4225	Fair
7	S7	100	80	6400	Excellent
8	S8	100	67.5	4556.25	Good
9	S9	100	80	6400	Excellent
10	S10	100	86	7396	Excellent
11	S11	100	80	6400	Excellent
12	S12	100	75	5625	Good
13	S13	100	95	9025	Excellent
14	S14	100	77.5	6006.25	Good
15	S15	100	86	7396	Excellent
16	S16	100	90	8100	Excellent
17	S17	100	75	5625	Good
18	S18	100	77.5	6006.25	Good
19	S19	100	75	5625	Good
20	S20	100	77.5	6006.25	Good
21	S21	100	75	5625	Good
22	S22	100	67.5	4556.25	Good
23	S23	100	67.5	4556.25	Good
24	S24	100	72.5	5256.25	Good

25	S25	100	100	10000	Excellent
26	S26	100	75	5625	Good
27	S27	100	72.5	5256.25	Good
28	S28	100	70	4900	Good
29	S29	100	75	5625	Good
30	S30	100	77.5	6006.25	Good
$\Sigma$	N = 30	-	2267		

Mean score of post-test

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

$$\bar{X} = \frac{2267}{30}$$

$$\bar{X} = 75.57$$

Standard deviation of post-test

$$SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{174079.5 - 171309.63}{29}}$$

$$SD = \sqrt{96.51264} = 9.773057$$

### Appendix 3 : the T-test Value

No	Respondents	Pre-test		Post-test		D	$D^2$
		X1	$X1^2$	X2	$X2^2$		
1	S1	57.5	3306.25	72.5	5256.25	15	225
2	S2	50	2500	67.5	4556.25	17.5	306.25
3	S3	32.5	1056.25	67.5	4556.25	35	1225
4	S4	32.5	1056.25	72.5	5256.25	40	1600
5	S5	30	900	47.5	2256.25	17.5	306.25
6	S6	62.5	3906.25	65	4225	2.5	6.25
7	S7	62.5	3906.25	80	6400	17.5	306.25
8	S8	50	2500	67.5	4556.25	17.5	306.25
9	S9	40	1600	80	6400	40	1600
10	S10	67.5	4556.25	86	7396	18.5	342.25
11	S11	67.5	4556.25	80	6400	12.5	156.25
12	S12	75	5625	75	5625	0	0
13	S13	40	1600	95	9025	55	3025
14	S14	35	1225	77.5	6006.25	42.5	1806.25
15	S15	62.5	3906.25	86	7396	23.5	552.25
16	S16	75	5625	90	8100	15	225
17	S17	57.5	3306.25	75	5625	17.5	306.25
18	S18	65	4225	77.5	6006.25	12.5	156.25
19	S19	40	1600	75	5625	35	1225
20	S20	50	2500	77.5	6006.25	27.5	756.25
21	S21	47.5	2256.25	75	5625	27.5	756.25
22	S22	42.5	1806.25	67.5	4556.25	25	625
23	S23	50	2500	67.5	4556.25	17.5	306.25
24	S24	52.5	2756.25	72.5	5256.25	20	400

25	S25	85	7225	100	10000	15	225
26	S26	37.5	1406.25	75	5625	37.5	1406.25
27	S27	47.5	2256.25	72.5	5256.25	25	625
28	S28	57.5	3306.25	70	4900	12.5	156.25
29	S29	32.5	1056.25	75	5625	42.5	1806.25
30	S30	52.5	2756.25	77.5	6006.25	25	625
<b>Total</b>		<b>1557.5</b>	<b>86781.25</b>	<b>2267</b>	<b>174079.5</b>	<b>709.5</b>	<b>21363.25</b>

$$D = \frac{\sum D}{N} = \frac{709.5}{40} = 17.7375$$

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - (\sum D)^2}{N(N-1)}}}$$

$$t = \frac{17.7375}{\sqrt{\frac{21363.25 - \frac{709.5^2}{40}}{40(40-1)}}}$$

$$t = \frac{17.7375}{\sqrt{\frac{21363.25 - \frac{503390.3}{40}}{40(40-1)}}}$$

$$t = \frac{17.7375}{\sqrt{\frac{21363.25 - 12584.76}{40(39)}}}$$

$$t = \frac{17.7375}{\sqrt{\frac{8778.494}{1560}}}$$

$$t = \frac{17.7375}{\sqrt{5.62725}} = \frac{17.7375}{2.372} = 7.478$$

## Appendix 4 : Lesson plan

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

SMP/MTS	: MTs Negeri 2 Sidenreng Rappang
Kelas/Semester	: VII (Tujuh) / 1
Standar Kompetensi	: 1. Memahami makna dalam percakapan transaksional dan interpersonal sederhana untuk berinteraksi dengan lingkungan terdekat
Kompetensi Dasar	: 1.1 Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak turut: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, meminta dan memberi pendapat.
Tema	: Homophone
Aspek/Skill	: Mendengarkan & Berbicara
Alokasi Waktu	:8 x 40 menit

#### 1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

- a. Memahami apa yang dimaksud dengan Homophone
- b. Memilih jawaban yang tepat berdasarkan rekaman dialog
- c. Memahami dan dapat menyebutkan kata-kata yang telah diberikan

#### 2. Materi dan media Pembelajaran

- a. Laptop
- b. Speaker
- c. List of homophone & Homophone card

d. Hp

e. Tape recorder

### **3. Metode Pembelajaran:** Pendekatan scientific

Strategi :Menyimak, diskusi kelompok, studi pustaka, penugasan individu dan kelompok (proyek) dan Games

### **4. Langkah-langkah Kegiatan**

#### **Pertemuan 1**

##### **1) Kegiatan Pendahuluan**

- Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis.
- Guru mengecek kehadiran siswa
- Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai;
- Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.

##### **2) Kegiatan Inti**

###### **Mengamati**

- Guru akan memjelaskan terlebih dahulu tentang Homophone
- Siswa akan menyimak dan mendengarkan beberapa kata homophone dan mengucapkannya
- Siswa akan mengucapkan kembali kata homophone yang telah mereka dengarkan

##### **3) Kegiatan Penutup**

- Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu
- Guru memberikan umpan balik pembelajaran
- Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya

## Pertemuan 2

### 1. Kegiatan Pendahuluan

- Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis.
- Guru mengecek kehadiran siswa
- Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai;
- Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.

### 2. Kegiatan Inti

#### Mengamati

- Guru akan menyampaikan kepada siswa , kegiatan yang akan dilakukan adalah memainkan game “ Name of Homophone”
- Guru menjelaskan peraturan permainan
- Siswa akan mendapatkan masing-masing kertas yang berisikan beberapa gambar homophone
- Siswa diinstruksikan untuk memilih jawaban yang tepat kemudian memasangkannya pada gambar
- Siswa juga diminta untuk mencari arti dari setiap kata

### 3. Kegiatan Penutup

- Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu
- Guru memberikan umpan balik pembelajaran
- Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya

## Pertemuan 3

### 1. Kegiatan Pendahuluan

- Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis.

- Guru mengecek kehadiran siswa
- Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai;
- Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.

## 2. Kegiatan Inti

### Mengamati

- Siswa mulai terbiasa dengan beberapa kata Homophone
- Siswa akan dibagi menjadi beberapa group
- Siswa akan memainkan sebuah game “ homophone card”
- Setiap group akan beranggotakan 5 orang untuk memainkan homophone card
- Siswa yang bertahan sampai babak terakhir dan mengumpulkan banyak pasangan homophone, dialah yang akan menjadi pemenang game

## 3. Kegiatan Penutup

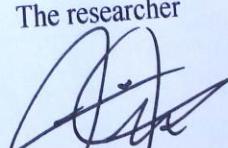
- Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu
- Guru memberikan umpan balik pembelajaran
- Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya

## Pertemuan 4

### 1. Kegiatan Pendahuluan

- Guru mengecek kesiapan siswa belajar baik secara fisik maupun psikologis.
- Guru mengecek kehadiran siswa
- Guru menjelaskan tujuan pembelajaran atau kompetensi yang akan dicapai;

- Guru menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan-latihan dan tugas dalam pembelajaran.
2. Kegiatan Inti
- Mengamati**
- Siswa akan memainkan game “ Homophone crossword puzzle”
  - Siswa akan dibagikan kertas yang berisikan puzzle dan instruksinya.
3. Kegiatan Penutup
- Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu
  - Guru memberikan umpan balik pembelajaran
  - Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya
5. Sumber belajar
- a. *List of homophone words*
  - b. Gambar-gambar yang relevan
6. Penilaian hasil belajar
1. Penilaian sikap : observasi/pengamatan
  2. Penilaian pengetahuan: tes lisan dan tertulis
  3. Penilaian unjuk kerja : unjuk kerjapraktik

The researcher  
  
AYU PRATIWI  
NIM : 14.1300.096

### Appendix 5 : instrument of pre-test

#### Instrument of the pre-test

Name : .....

Class : .....

**Instruction: Read the words below by using good pronunciation !**

Flower	Flour
Sea	See
Be	Bee
Ewe	You
Pair	Pear
Would	Wood
Ear	Year
Hour	Our
Buy	By
To	Too
One	Won
Add	Ad
Read	Red
Son	Sun
Cite	Site
In	Inn
Break	Brake
Ball	Bawl
Dear	Deer
Mail	Male

## Appendix 6 : instrument of post-test

### Instrument of the post-test

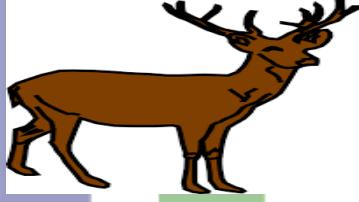
Name : .....

Class : .....

#### A. Instruction: Read the sentences below by using good pronunciation!

1. And there isn't any question?
2. They're fun as any game.
3. A bee can be.
4. A flea can flee.
5. A burro can burrow a hole.
6. A awe could take you on a stroll.
7. A horse can get hoarse from talking.
8. A whale can wail.
9. A pair might just pare a big pear.
10. And Barry can bury a berry.
11. The sea cannot see.
12. But a bear should be bare.
13. In each inn and beneath every stone.
14. My niece could see grease both in Greece and in nice.
15. A Czech could be writing a check.

B. Instruction: put a check mark beside the sentence that matches the picture.

 <input type="checkbox"/> The dog wagged his <u>tale</u> <input type="checkbox"/> The dog wagged his <u>tail</u>	 <input type="checkbox"/> Max <u>won</u> the track race <input type="checkbox"/> Max <u>one</u> the track race
 <input type="checkbox"/> The <u>dear</u> is in the open field <input type="checkbox"/> The <u>deer</u> is in the open field	 <input type="checkbox"/> The men is chasing a <u>bee</u> <input type="checkbox"/> The men is chasing a <u>be</u>
 <input type="checkbox"/> Joy <u>weights</u> to be called on <input type="checkbox"/> Joy <u>waits</u> to be called on	 <input type="checkbox"/> The <u>witch</u> made toad stew <input type="checkbox"/> The <u>which</u> made toad stew
 <input type="checkbox"/> Mom mixed in the <u>flower</u> <input type="checkbox"/> Mom mixed in the <u>flour</u>	 <input type="checkbox"/> He has a shovel and <u>pail</u> <input type="checkbox"/> He has a shovel and <u>pale</u>

## Appendix 7: distribution of t-table

**Titik Persentase Distribusi t (df = 1 – 40)**

Pr df	<b>0.25</b>		<b>0.10</b>		<b>0.05</b>		<b>0.025</b>		<b>0.01</b>		<b>0.005</b>		<b>0.001</b>	
	<b>0.50</b>	<b>0.20</b>	<b>0.10</b>	<b>0.05</b>	<b>0.050</b>	<b>0.02</b>	<b>0.010</b>	<b>0.002</b>						
<b>1</b>	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884							
<b>2</b>	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712							
<b>3</b>	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453							
<b>4</b>	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318							
<b>5</b>	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343							
<b>6</b>	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763							
<b>7</b>	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529							
<b>8</b>	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079							
<b>9</b>	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681							
<b>10</b>	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370							
<b>11</b>	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470							
<b>12</b>	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963							
<b>13</b>	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198							
<b>14</b>	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739							
<b>15</b>	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283							
<b>16</b>	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615							
<b>17</b>	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577							
<b>18</b>	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048							
<b>19</b>	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940							
<b>20</b>	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181							
<b>21</b>	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715							
<b>22</b>	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499							
<b>23</b>	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496							
<b>24</b>	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678							
<b>25</b>	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019							
<b>26</b>	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500							
<b>27</b>	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103							
<b>28</b>	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816							
<b>29</b>	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624							
<b>30</b>	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518							
<b>31</b>	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490							
<b>32</b>	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531							
<b>33</b>	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634							
<b>34</b>	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793							
<b>35</b>	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005							
<b>36</b>	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262							
<b>37</b>	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563							
<b>38</b>	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903							
<b>39</b>	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279							
<b>40</b>	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688							

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung

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Diproduksi oleh: Junaidi (<http://junaidichaniago.wordpress.com>), 2010

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**Appendix 8: documentation**









**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE PAREPARE**  
Alamat : Jl. Amal Bakti No. 8 Soreang Kota Parepare 91132 (0421)21307  
Po Box : Website : www.iainparepare.ac.id Email: info.iainparepare.ac.id

Nomor : B2173 /In.39/PP.00.9/10/2018  
 Lampiran : -  
 Hal : Izin Melaksanakan Penelitian

Kepada Yth.  
 Kepala Daerah KAB. SIDENRENG RAPPANG  
 Cq. Badan Kesatuan Bangsa dan Politik  
 di  
 KAB. SIDENRENG RAPPANG

*Assalamu Alaikum Wr. Wb.*  
 Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN)  
 PAREPARE PAREPARE :

Nama	:	AYU PRATIWI
Tempat/Tgl. Lahir	:	BO`DI ENREKANG, 30 September 1996
NIM	:	14.1300.096
Jurusan / Program Studi	:	Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester	:	IX (Sembilan)
Alamat	:	JL. PASAR NO. 14, KEL. MAJELLING, KEC. MARITENGGAE, KAB. SIDENRENG RAPPANG

Bermaksud akan mengadakan penelitian di wilayah **KAB. SIDENRENG RAPPANG**  
 dalam rangka penyusunan skripsi yang berjudul :

**" USE HOMOPHONE GAME TO IMPROVE STUDENTS PRONOUNCEMENT AT  
 SEVENTH GRADE OF MTs NEGERI SIDRAP"**

Pelaksanaan penelitian ini direncanakan pada bulan **Okttober** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan  
 dukungan seperlunya.

Terima kasih,

08 Oktober 2018

A.n Rektor

Pj. Wakil Rektor Bidang Akademik dan  
 Pengembangan Lembaga (APL)



**PEMERINTAH KABUPATEN SIDENRENG RAPPANG**  
**BADAN KESATUAN BANGSA DAN LINMAS**  
**Alamat : Jl. Harapan Baru (Kompleks SKPD) Arawa Kode Pos 91661**

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**REKOMENDASI**  
No.800/659/KesbangPol/2018

a. Dasar : 1. Peraturan Menteri Dalam Negeri Nomor 41 Tahun 2010 tentang Organisasi dan Tata Kerja Kementerian Dalam Negeri ( Berita Negara Republik Indonesia Tahun 2010, Nomor 316), sebagaimana telah di ubah dengan Peraturan Menteri Dalam Negeri Nomor 14 Tahun 2014 tentang Perubahan atas Peraturan Menteri Dalam Negeri Nomor 41 Tahun 2010 tentang Organisasi dan Tata Kerja Kementerian Dalam Negeri (Berita Negara Republik Indonesia Tahun 2011 Nomor 168).  
2. Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014 tentang Perubahan atas Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.

b. Menimbang : Surat Rektor IAIN Parepare, Nomor.B.2479/ln.39/PP.00.9/10/2018, Tanggal 8 Oktober 2018, perihal Permohonan Rekomendasi.

Setelah membaca maksud dan tujuan kegiatan yang tercantum dalam proyek proposal, maka pada prinsipnya Pemerintah Kabupaten Sidenreng Rappang tidak keberatan memberikan rekomendasi kepada :

Nama Peneliti	:	AYU PRATIWI
Pekerjaan	:	Mahasiswa (i)
Alamat	:	Majelling, Pangkajene, kec. Maritengnagae
Untuk	:	<ol style="list-style-type: none"> <li>1. Melakukan Penelitian dengan judul "Use Homophone Game To Improve Student's Pronunciation At Seventh Grade Of MTS Negeri Pangkajene".</li> <li>2. Tempat : MTS Negeri Pangkajene</li> <li>3. Lama Penelitian : ± 2 ( Dua ) Minggu</li> <li>4. Bidang Penelitian : Tarbiyah / Pendidikan Bahasa Inggris</li> <li>5. Status/Metode : Pre Experimental Method</li> </ol>

Demikian rekomendasi ini dibuat untuk digunakan seperlunya.

Pangkajene Sidenreng, 9 Oktober 2018

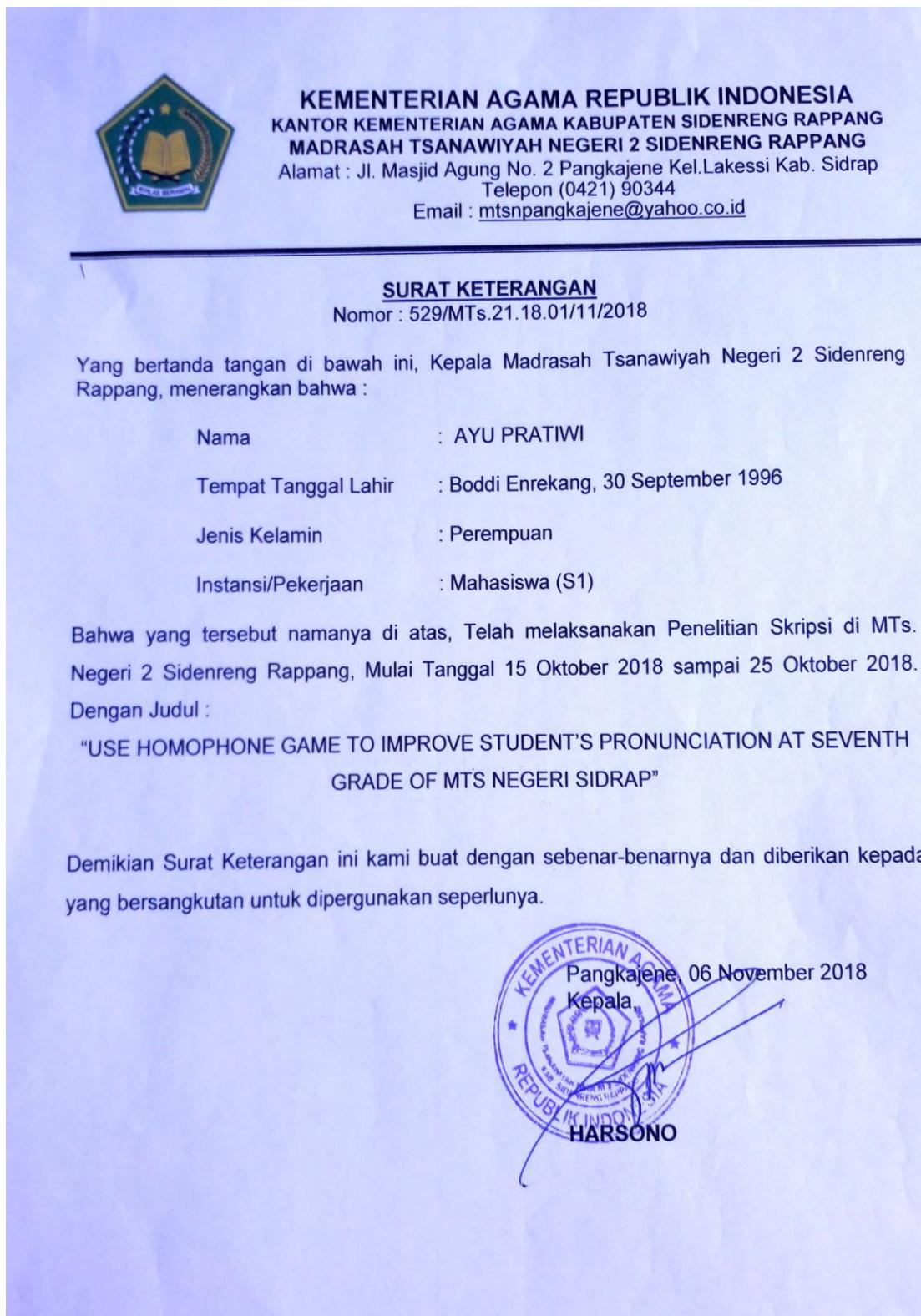
An. Kepala Badan Kesbang dan Politik,  
Kabid. Hub. Antar Lembaga,


  
**FAHRUDDIN LAMBOGO,SE.MM**  
Pangkat : Pembina Tk I  
N i p : 19630528 199203 1 002

Tembusan Kepada Yth:

1. Bupati Sidenreng Rappang (sebagai laporan) di Pangkajene Sidenreng
2. Ka. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kab. Sidrap
3. Ka. Sekolah MTS Pangkajene
4. Rektor IAIN di Parepare
5. Mahasiswa yang bersangkutan
6. Pertinggal.-





## CURRICULUM VITAE



The writer, Ayu Pratiwi was born on 30 September 1996 in Bo'di Enrekang. She is the first child in her family. Her father's name is Usman Dawali and her mother's name is Harianti. She began her kindegarden at TK Anida Pangkajene on 2001 and completed it on 2002. Then, at the same year she continued her study at SDN 11 Pangkajene, then she moved in SDN166 Tangru Enrekang and the last she moved in SDN 06 Pangkajene and Graduated on 2008. After that, she continued her study in MTs Islamic boarding school DDI As-salman and graduated 2011, and then she continued her study again in MA Islamic boarding school DDI As-Salman and graduated 2014. The same year, she continued her study in IAIN Parepare. She took about 4 years for the degree of Sarjana Pendidikan (S.Pd.) at State Islamic Institute (IAIN) Parepare. To take her undergraduate program in English department of Tarbiyah .During her study, she had been participating actively in Mahasiswa Islam Sidenreng rappang Indonesia (MASSIDDI) Kote parepare. The writer has done her researcher by title "Use Homophone Game to Improve the Students' Pronunciation at the Seventh Grade of MTs Negeri 2 Sidenreng Rappang".