USING HOMOPHONE GAMES TO IMPROVE PRONUNCIATION FOR HIGH SCHOOL STUDENT

*Harsin[1), Rofiqoh[2), Mashuri[3)

[1,2,3) English Education Study Program, Faculty of Teacher Training and Education
Tadulako University, Palu

*harsin450@gmail.com

ABSTRAK

Tujuan dari penelitian ini adalah untuk membuktikan bahwa penggunaan permainan homofon dapat meningkatkan pelafalan siswa kelas sebelas di SMKN 1Sojol. Penelitian ini menggunakan desain penelitian pra experiment. Sampel penelitian ini adalah 21 siswa kelas sebelas ATPH 1 (Agribisnis Tanaman Pangan dan Hortikultura) dikenal sebagai jurusan pertanian, terdiri dari 21 siswa. Sampel dikumpukan dengan teknik purposive sampling. Pengumpulan data dilakukan dengan memberikan tes pelafalan yang dilakukan sebelum dan sesudah perlakuan, yang disebut pre-test and post-test. Hasil pre-test menunjukkan bahwa nilai rata-rata pre-test adalah 34.44, dan nilai rata-rata post-test adalah76.19. Hasil data dianalisis secara statis dengan menerapkan rumus uji-t. hasil analisis data menunjjukan bahwa nilai t-hitung (4.30) lebih besar dari t-tabel (1,725) dengan menerapkan taraf signifikansi 0,05 dan 20 derajat kebebasan (df) 21-1=0. Implikasinya dari temuan ini adalah untuk perbaikan pengajaran pengucapan adalah bahwa guru perlu menggunakan permainan homofon untuk meningkatkanpengucapan siswa.

***Kata Kunci**: Meningkatkan Pengucapan, Permainan Homofon*

ABSTRACT

The objective of this research is to prove that the use of homophone games can improve pronunciation of the eleventh grade students at SMKN 1 Sojol. This research applied pre-experimental research design. The sample of this research was 21 eleventh grade students of ATPH 1 (*Agribisnis Tanaman Pangan dan Hortikultura*) as known as Agriculture major, consisting of 21 students. The sample was selected by using a purposive sampling technique. The data were collected by administering a pronunciation test conducted before and after treatment, called pre-test and post-test. The result of pre-test and post-test shows that the mean score of pre-test is 34.44, and the mean score of post-test is 76.19. The result of data is analyzed statically by applying t-test formula. The result of data analysis shows that the value of the $t_{counted}$ is(4.30) was higher than the t_{table} value (1.725) by applying 0.05 level of significance and 20 degree of freedom (df) 21-1 =20. The implication of this finding is to the betterment of teaching pronunciation is that the teacher needs to use Homophone Games to improve students' pronunciation.

Keywords: improve, Pronunciation, Homophone Games

INTRODUCTION

Pronunciation is one of important aspects in English language. It is the very basic component in speaking that enables to communicate with others. Students who learn English must have a robust foundation on speaking particularly in pronunciation. Pronunciation is extremely important for every person.

Pronunciation is the way of producing sounds used to make meaning when speakers speak (Purhosein, 2012, Yates and Zielinski, 2009). It involves consonants and vowels of a language (segments), features of speech beyond the level of the individual segments, like stress, timing, rhythm, intonation, phrasing (supra -segmental features), and how the voice is described (voice quality). All of the above parts work together when speakers talk. Therefore, problems in one part can influence others, and this can make a person's pronunciation easy or difficult to comprehend.

Good pronunciation provides a valuable confidence for speaker. It is not 'native-like' pronunciation, but when students try to learn as well, certainly they can get a little bit of words "native speaker". According to Morley (1998), when speakers talk to other persons, the first thing that can create good impression about the quality of their language ability is their pronunciation. Inappropriate and incomprehensible pronunciation will be misunderstanding for both speakers and listeners. Moreover, learners with limited pronunciation lose their self-confidence and result in negative impact for learners to assess their abilities.

Nowadays EFL/ESL find several problems when they want to pronounce the words, such as problem with consonants like when they get consonant letter which is "r" they pronounce that letter so obvious however the correct is faint, problems with vowels, problems with stress, and problems with intonation. EFL/ESL students find those problems because they have nothing about knowledge of them, they also rarely to practice when they read English words to increase their ability.

There are a lot of students in the schools which still do not know what pronunciation is. They only know to speak but they ignore the elements of it. Many Indonesian students lack pronunciation, when students are speaking in the classroom most of the teacher only focusing on correcting students' grammar but, they do not pay much attention to pronunciation, that is why the students do not know the meaning of pronunciation. Thus, the teacher must explain from the basic part of speaking skill. The importance of pronunciation context section but, the students should be able to pronounce the words well otherwise she/he can be understood clearly by the person whom he/she is speaking to.

Based on the observation carried out at SMKN 1 Sojol, students at the eleventh grade had difficulties in pronunciation. Students could not differentiate same

pronunciation of different words e.g. (hour and our), do not know the sound of pronunciation which are vowels and consonant, and do not know what do long vowels and short vowels mean, in other occasions the students are not able to pronounce the words well.
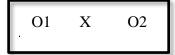
To cope with these problems up, the teacher can use a game. The purpose of using a game is to make the lesson gets easy and motivate students to learn and understand. There are many factors that can improve the student's ability and make them easier to understand in pronunciation such as motivation, interesting material, and one of the important points in English teaching is a game. Games also motivate students to introduce an element of competition into language-building activities. This serves valuable impetus to a purposeful use of language. In other words, these activities make a meaningful context for language use. Most students who have experienced game-oriented activities hold positive attitudes towards them.

There are many strategies that can be taught or applied in the class of learning process, one of them is using *Homophone Games* to activate the class, where students can involve actively in class with the reason that games can make the class is not getting bored, more active, the students get motivation, the students are excited to study. Not only pronunciation that the students get in the class but also new vocabulary, sharing knowledge to others, and experiences.

Based on the phenomena above, the researcher conducted research related to homophone games to improve pronunciation of the eleventh grade students at SMKN 1 Sojol.

METHOD

This research used pre-experimental research design by applying pre-test, treatment, and post-test. It enforces that only one group as an experimental class, and there was no control class. The researchers conducted pre-experimental class because he wanted to find out the improvement of students' pronunciation. The research design was proposed by Arikunto (2006) as follows:

$$O1 \quad X \quad O2$$

The researchers conducted a pre-test before the treatment as the first information on the students' ability in pronunciation. After the pre-test, the researchers implemented the treatment for the experimental group only. Finally, after treatment, the group was given a post-test to prove the use of homophone games. The population of this research was the eleventh grade students of SMKN 1 Sojol. Based on the design of this research, the researchers chose a sample by applying the purposive sampling technique. The sample was the eleventh ATPH 1 as the experimental group. The research instrument of data collection was a test, pre-test, and post-test. Then, the researchers gave them score and calculated the result based on the test.

Table 1. Test type and scoring

No	Test Type	Numbers of Items	Score	Maximum score
1	Pronouncing short and long vowels	30	1	30
	Total	30		30

FINDINGS AND DISCUSSION

FINDINGS

The results of this research were analyzed statistically. In offering data, the researchers analyzed the data taken from pre-test and post-test that was given to both the groups. The researchers used the data to measure the effectiveness of the treatment used in this research, which is Using Homophone Games to Improve Pronunciation of the Eleventh Grade Students at SMKN 1 Sojol..

The pre-test was carried out on February 21st, 2022. The researchers conducted a pre-test to measure the students' pronunciation. Then, the post-test was on March 31st, 2022. The post-test was given to the students after the treatment to measure the effectiveness of using homophone games to improve pronunciation. The results of the pre-test and post-test are shown in table 2.

Table 2. the result of Pre-test and Post-test of Experimental Group

Class	N	Lowest score	Highest score	Total score	Mean score	Deviation	Square Deviation
Pre-test	21	13.33	63.33	723.33	**34.44**		
						876.67	**39744.44**
Post-test	21	25,00	75,00	**1600.00**	76.19		

From the table, we can clearly see that the students' total score of the experimental group in the pre-test was 723.33. While the students' total score in post-test was 1600.00. Further, the highest deviation was 66.67. On the other hand, we can see that the mean score deviation of the experimental group was 41.75.

Moreover, before analyzing the data by using the t-test formula, the researchers afterward continued the calculation by computing the sum square deviation of the experimental group. And the sum of square deviation was 3146.81.

After getting the square deviation score, the researchers counted whether the result is significant or not by applying the t-test formula by Arikunto (2006). By having the formula, it can be determined that the t-counted of this research is 4.30

Before deciding whether the hypothesis is accepted or rejected, the writer needed to find out the critical t-table. The way to find out the critical t-table is by calculating the degree of freedom. The testing hypothesis was used to prove the research is accepted or rejected. The researchers revealed the criterion of the testing hypothesis was if t-counted is higher than t-table, the hypothesis is accepted, but if t-counted was lower than t-table the hypothesis is rejected.

From the calculation, the researchers can conclude that the research hypothesis is accepted because the t-counted (4.30) was higher than the t-table (1.725).

DISCUSSION

The hypothesis of this research was to prove that the use of homophone games can improve pronunciation of the eleventh grade students at SMKN 1 Sojol. It can be stated that the result of this research are in line with the results written previous studies. Kiswindari (2018) stated that the learning process was running well. The students felt enjoy, interested, motivated, and there was significant improvement of students' pronunciation.

Hamelia (2021) stated that pronunciation was little attention to be tought in class. Students had some difficulties pronouncing certain sounds that were similar in pronunciation and misinterpreting some of the same words. Last by Ritonga (2018) satated that the learning activity was more comfortable for students where they could use their critical thinking while learning and teaching process. The students' pronunciation improved significantly.

As the review of related findings above, the researchers also found the result that the use of homophone game can help the students to practice some words especially in similar sounds, long and short vowels. The students were interested in homophone game, and felt excited to get the material. It was supported by the previous studies. Finally the students' pronunciation was improved. In conducting the research, he found that the students had several factors that made them difficult in pronouncing English words because they did not know how to produce the sound correctly. They were not confident. Also the most difficult sound that they got in learning process was long vowel sounds. When they found the words which has the similar sounds, eg. *blue* and *blew*. It should be pronounced with the same way, however they pronounced them with different way. To make the pronunciation correctly, they should look the phonetic transcription.

Homophone Game is a game naturally from the homophone dictation and can be applied to help students practice and make students always remember all the homophone words. This game is either help students to notice the sound which difficulty for students when hearing and writing the homophone words.

Homophone Game in pronunciation gives an opportunity for students more interactive in the learning process/class. Homophone is a word pronounced alike, different meaning also different spelled. The students did their pronunciation in the

treatment, pronouncing some words that have given by the researcher. In other hand, Homophone Game guides the students to improve their comprehension how to pronounce the same sound by looking the phonetic transcription of the words.

After conducting the research, the researchers administered the score of pre-test and post-test. By looking the score of pre-test and post-test, there were some students got higher score in pre-test, and there were lower. By looking the post-test score, the student who got the higher in pre-test but in post-test they got score but not too far from the pre-test score. It can be seen that the improvement was not better although the number of score was changed. It caused in treatment the students still got difficult in pronouncing words, lack of interest, had no motivation to improve their pronunciation, and difficult to memorize the phonetic transcription.

While the students who got the lower score in pre-test. They had well enough score in post-test, it means the improvement was expected higher. It caused they felt wondered about the pronunciation, so they always asked how to pronounce the same sounds, how to differentiate the long and short vowels sound, even though they felt difficult to pronounce the words. Also they focused always on phonetic transcription. That is why they got well in post-test.

CONCLUSION

Based on the result of data analysis in the previous chapter, the researcher finally draws a conclusion that using Homophone Games can improve students' pronunciation and help the students to pronounce words correctly.

ACKNOWLEDGMENT

always to focus on his study. Secondly, the researchers present the sincere appreciation to the staffs, and all of English Education Study Program lecturers.

REFERENCES

Arikunto, S. (2006). *Prosedur Penelitian Suatu Pendekatan Praktek,* Jakarta: PT. Rineka Cipta

Arikunto,S. (2006). *Metode Penelitian Kuantitatif.* Jakarta: Bumi Aksara

Astri, A, & Adha, R. (2020). Students' ability in understanding Homophone in English . *Journal of Linguistics, Literature & Language Teaching*. 6(1): 31-54

Basri, H. (2005). *English Phonology 1.*Unpublished Handout

Cheng, F. (1998). The Teaching of Pronunciation to Chinese Studens of English. *English Teaching Forum.* 36(1): 37-39

Collins, B. (1972) English pronunciation problems of francophonic west Africans. *ELT Journal.* 27 (1): 79-88

Elliot, A. R. (1995). Foreign language phonology. *The Modern Language Journal.* 79(4): 530-542

Gotlieb, M. (2006). *Assessing English Language Learners*: Bridges from Language Proficiency to Academic Achievements Corwin Press. Thousand Oaks. CA

Hamelia (2021). *The Influence of Homophone Games Towards Students' Diphthong Pronunciation Mastery at the Second Semester of the Eleventh Grade of SMAN 1 Kota Agung.* Kota Agung. Thesis. State Islamic University of Raden Intan Lampung

Hornby, A. S. (2005). *Oxford Advanced Learner's Dictionary*. Oxford: Oxford University Press.

Kiswindari, C. (2018). *Improving the students' pronunciation through homophone game at the second grade students of SMA Asuhan Daya Medan.* Medan. Thesis. State Islamic University of North Sumatera Medan.

Lin, H. F. C. & Chen. C. (1995). *Teaching Pronunciation in the Learner-Centered Classroom.* (ERIC Document Reproduction Service No. ED393292)

Morley, J. (1998). Trippingly on the Tongue: Putting Serious Speech/Pronunciation Instruction back in the TESOL. *ESL Magazine.* 1(15): 20-23

Muhammad, E. I. H. (2014). Pronunciation problems : a case study of English language student at Sudan University of science and technology. *English Language and Literature Studies.* 4(4): 31-44

Namazian, E. D. (2017). Pronunciation problems of high school EFL students: an error analysis approach with pedagogical implication. *International Journal of English Research.* 3(4): 77-82

Noll, M. & Collins, E. C. (2002). *Strategies for Teaching Pronunciation and Error Correction.* WATESOL: Professional Development Workshop.

Novitaningtyas, D. (2018). *Homophone game as a medium to improve students' pronunciation skill.* Semarang. Thesis. State Semarang University

Pennington, M. C. & Richards, J. C. (1986). Pronunciation Revisited. *TESOL Quarterly.* 20(2): 32-49. From: http://dx.doi.org./10 2307/3586541

Pourhosein, A. G. & Banou, N. S. (2016). How can EFL teachers help EFL learners improve their English pronunciation. *Journal of language teaching and research.* 7(5): 967-972

Purhosein, A. G. (2012). The significance of pronunciation in English language teaching. *Journal of English Language Teaching.* 5(4): 96-107

Pratiwi, A. (2019). *The use of homophone game to improve students' pronunciation at the seventh grade of MTs NEGERI 2 SIDENRENG RAPPANG. Parepare.* Thesis. State Islamic Institute (IAIN)

Quiz, F.(2020). Lilquizwhiz Fun English quiz [Homophones] [Video]. *Youtube.* https://youtu.be/AwRbfyJKrYk

Reskiawan, I. (2014). *Homophone Game.* Accessed on 15 September 2021 from http://imam11eleven.blogspot.co.id/2014/05/homphone-games.html

Ritonga, W. (2018). *Improving students' homophone through guessing game at grade XI SMA N 7 PADANGSIDIMPUAN.* Padangsidimpuan. Thesis. State Islamic Institute Studies.

Scarla, R, & Oxford, R. L. (1994).Second Language Pronunciation : State of the Art in Instruction. *System.* 22(2): 221-230

Shanon, B. (1974). The Two Meanings of a Homophone. *Perception & Psychophysics.* 16(3): 571-574

Syamsiah, & Salamat, M. (2019) Using homophone game to improve students' pronunciation at junior high school 5 Tidore Archipelago. *Langua-journal of linguistics, literature, and language education.* 2(1): 9-14

Yates, L. & Zielinski, B. (2009). *Teaching Pronunciation to Adults.* AMEP Research Centre. Department of Imigration and Citizenship. Mackuarie University. Sidney. Australia