

**IMPROVING STUDENTS' ENGLISH PRONUNCIATION
SKILLS BY USING HOMOPHONE GAME AT CLASS XI
ONLINE BUSINESS AND MARKETING VOCATIONAL HIGH
SCHOOL (SMK) ASY SYAFAAH JEMBER**

THESIS



**UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R**

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FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION PROGRAM
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Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
In partial fulfillment of the requirements for Undergraduate Degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
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THESIS

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English Education Program

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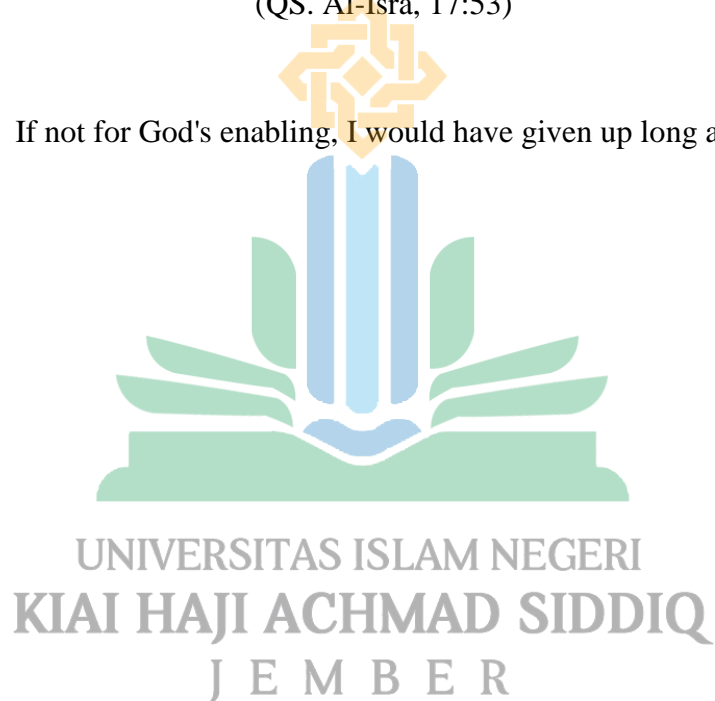
MOTTO

عَدُوًّا لِلْإِنْسَانِ كَانَ الشَّيْطَانُ إِنَّ بَيْنَهُمْ يَنْزَعُ الشَّيْطَانُ إِنَّ أَحْسَنُ هِيَ الَّتِي يَقُولُوا لِعِبَادِي وَقُلْ
مُيَبَّنًا

"And say to My servants (that) they shall speak the best (of the word)! Surely Satan sows dissensions (causes mischief) among them. Surely Satan is an open enemy to human."

(QS. Al-Isra, 17:53)

If not for God's enabling, I would have given up long ago



* Surah Al Isra ayat 53 Tafsir The Noble Qur'an Al-Isra-53, Surah The Journey by Night Verse-53, Tafheem-ul-Quran by Imam Iskender Ali Mihr : surah Al Isra aya 53 in arabic text(The Noble Qur'an), Arabic text, accessed May 31, 2025, <http://en.noblequran.org/quran/surah-al-isra/ayat-53/>

DEDICATION

This thesis is dedicated to everyone who cares and supports me. I proudly dedicate this thesis to:

1. My beloved parents, Ali Murtadho and Sakinah. To my father, my first love and role model, thank you for your unwavering support, guidance, and prayers that have always illuminated my path and given me strength to persevere through every challenge. Your teachings and encouragement have shaped me into who I am today. To my mother, whose concerns and love have always motivated me to keep going, even when our perspectives differed. Your prayers—whether spoken or silent—have been my greatest source of strength, inspiring me to prove that this dream is worth fighting for. Without your endless love, sacrifices, and support, I would not have been able to reach this point. This achievement is as much yours as it is mine.
2. My beloved grandmother and grandfather, who have taken care of the author from childhood to college. Thank you for your love, care, and prayers. Grandma and Grandpa are never tired of reminding the author to continue to study diligently and earnestly. Your hope that the author can complete his education until college is a great motivation in completing this thesis. With great respect and gratitude, I dedicate this thesis to Grandma and Grandpa.
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I also fully aware that the undergraduate thesis could never finished without helping from others during the process of writing. Therefore, in this occasion the writer express appreciation to honorable:

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9. Resti Dwi Anggraeni, S.Pd., as The english teacher of SMPN 01 Ranuyoso who helped me conduct the research at school.

I hope Allah SWT gives His blessing to all of you. The writer realized that this thesis was far from perfection. However, the writer hoped this undergraduate thesis would be useful for the readers and the other researcher who need it.

Jember, May 06th 2025

The Author

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R
Anggun Fitrotuz Zahro

ABSTRACT

Anggun Fitrotuz Zahro, 2025. *Improving Students' English Pronunciation Skills By Using Homophone Game at Class XI Online Business And Marketing Vocational High School (SMK) Asy Syafaah Jember in Academic Year 2024/2025.*

Keywords: Pronunciation Skill, Homophone Game.

As foreign language learners, it is essential to develop accurate and effective pronunciation skills, as many learners often encounter difficulties in articulating English words correctly. Based on students' problems found in the preliminary study, it was found that students have not realized the differences in vowel and consonant sounds between English and Indonesian. In addition, the direct influence of Indonesian and their respective local languages also often causes errors in the pronunciation of English words.

One way to improve students' pronunciation skills is by using game-based strategies. This study aims to improve students' ability to pronounce English words correctly using Homophone Game. The research question in this study is: How can the implementation of homophone games improve students' English pronunciation skills in class XI Online Business and Marketing Vocational High School (SMK) Asy Syafaah Jember? The purpose of this study is to improve students' English pronunciation skills by using homophone game in class XI Online Business and Marketing Vocational High School (SMK) Asy Syafaah Jember.

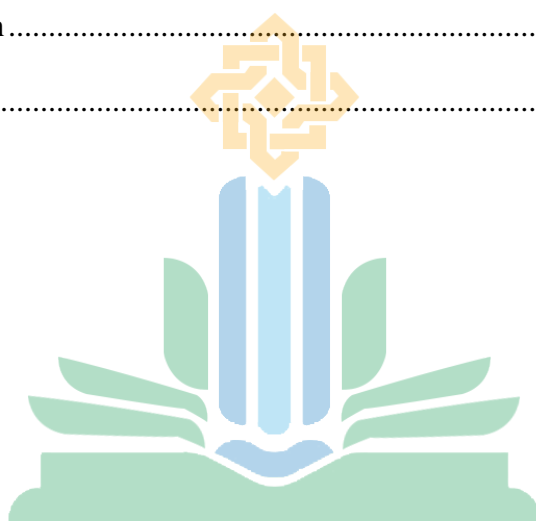
This research was conducted using the Classroom Action Research (CAR) method introduced by Kemmis and McTaggart which consists of several steps, namely: planning, acting, observing, and reflecting. This research was conducted in two cycles consisting of five meetings. The first cycle was conducted for three meetings, while the second cycle was conducted for two meetings. The subjects of this study were 10 male and 5 female students of class XI Online Business and Marketing of SMK Asy Syafaah Jember in the academic year 2024/2025. This class was chosen because this class has more problems about English pronunciation. To collect data, researcher used the results of student pronunciation skills tests (pre-test and post-test), observation (observation sheet), documentation as well as student pronunciation assessment.

The results showed that there were 3 students who achieved a KKM score of 70 in the pre-test or only 20% of the total students. After being given treatment in the form of homophone shaun dowing game, homophone matching cards game, and homophone mimicking game in two cycles, the results of the second post-test showed a significant increase, namely 12 students or equivalent to 80% of the number of students who successfully reached the KKM 70. Thus, the research success criteria were achieved in two cycles, so the research was stopped at the end of the second cycle. This study concludes that the application of Homophone Games can help improve the English pronunciation skills of students in class XI Online Business and Marketing SMK Asy Syafaah Jember.

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CHAPTER I

INTRODUCTION

A. Background of The Study

Pronunciation is the act or manner of pronouncing words; it encompasses the utterance of speech and the accepted way of speaking a word, as well as a graphic representation of how a word is spoken, using phonetic symbols.¹ Furthermore, the definition of pronunciation from the Oxford Dictionary states that it is the way in which a language or a particular word or sound is spoken.² When someone is said to have 'correct pronunciation,' it refers to adherence within a specific dialect. A word can be pronounced differently by various individuals or groups, depending on many factors, such as where they grew up, where they now live, whether they have a speech or voice disorder, their ethnicity, social class, or educational background.

Syamsia explains that pronunciation is very important because without accurate pronunciation, a word can be misunderstood by the others.³ The importance of pronunciation may be the reason why pronunciation is not only used for speaking, but also necessary for

¹ Febriana, Indri, Sakut Anshori, and Henny Septia Utami. "Students' perception Toward Phonetic Notation In English Language Learning: A Descriptive Quantitative Research Of Seventh And Fifth Semester Student At English Department Study Of Iain Curup Academic Year 2017/2018." English Language and Literature International Conference (ELLiC) Proceedings. Vol. 3. 2021.

² Hornby, S. A. 2005. Oxford Advanced Learner's Dictionary. Oxford University Press. https://books.google.co.id/books/about/Oxford_Advanced_Learner_s_Dictionary.html?hl=id&id=PszkmAEECAAJ&redir_esc=y

³ Syamsia, S., and Manawia Salam. "Using Homophone Game to Improve Students' Pronunciation at Junior High School 5 of Tidore Archipelago." *Lingua: Journal of Linguistics, Literature, and Language Education* 2.1 (2019): 9-14.

effective communication. It is important that the other person can understand the meaning you want to convey clearly. This is also conveyed by Harsin, who states that pronunciation is one of the important aspects of speaking English. It is the most basic component in speaking that makes it possible to communicate with others. Students who learn English should have a strong foundation in speaking especially in pronunciation. Pronunciation is very important for everyone.⁴

In this case, Al-Qur'an (Q.S Al-Isra, 17:53)

أَحْسِنْ هِيَ الَّتِي يَقُولُوا لِعِبَادِي وَقُلْ

“And say to My servants: Let them speak better (true) words.” (Q.S Al-Isra, 17:53).

Knowing English pronunciation is also a valuable area of study.

While native accents are challenging for most adult L2 learners, pronunciation is closely related to social meaning in the language and thus remains a gateway to spoken language understanding for second language learners.⁵ Based on this, some functions of pronunciation will make us understand how important pronunciation is in English and communication with each other. Good pronunciation is necessary for students and everyone for various purposes and needs.

⁴ Harsin, Harsin, Rifiqoh Rifiqoh, and Mashuri Mashuri. "Using Homophone Games to Improve Pronunciation For High School Student." e-Journal of ELTS (English Language Teaching Society) 10.3 (2022): 227-236.

⁵ Marnie Reed and John M. Levis, The Handbook of English Pronunciation (Pondicherry, India: John Wiley and Sons, Inc, 2015), https://books.google.co.id/books/about/The_Handbook_of_English_Pronunciation.html?id=JxSeCAAQBAJ&redir_esc=y.p.15

The importance of mastering English pronunciation skills is significant, especially for students in high school who often still have low pronunciation skills. In fact, pronunciation is an important aspect of oral communication that enables individuals to produce words correctly.⁶ When a speaker mispronounces certain words or phrases, it can lead to misunderstandings. To reduce such risks, teachers need to equip students with English skills that include certain accuracy and fluency so that they can understand, respond to and express themselves effectively in conversations with others.

Pronunciation is a linguistic element that relates to the way in which an individual articulates and perceives the pitch of a word. Pronunciation is a subsidiary skill of speaking, and it is crucial in English as a Foreign Language, especially in the context of communication.⁷ Additionally, it also helps learners, especially students, to acquire the skills they need to effectively communicate in English. As the majority of Indonesian students do not come from English-speaking families, there is a significant issue regarding the articulation of English by Indonesian speakers. Sound differences between the language being learned and their

⁶ M. R Ahmadi & A.P Gilakjani, "Why Is Pronunciation So Difficult To Learn?", English Language Teaching, Vol. IV No. 3 (September 2011), pp. 74-83 (Available on: <https://files.eric.ed.gov/fulltext/EJ1080742.pdf>) (Accessed on Saturday, October 23th 2024, 07:55)

⁷ Syafitri, Asni, Abdul Asib, and Sumardi Sumardi. "An application of Powtoon as a digital medium: Enhancing students' pronunciation in speaking." International Journal of Multicultural and Multireligious Understanding 5.2 (2018): 295-317.

native language, which complicates correct pronunciation.⁸ Nevertheless, a large number of students sometimes overlook the importance of pronunciation when acquiring English speaking skills. Some people greatly underestimate the importance of pronunciation and choose to ignore it.

A lot of problems can be found in learning pronunciation, particularly regarding stress, rhythm, and intonation. Stress involves emphasizing certain syllables, rhythm refers to the timing and length of syllables, and intonation is the pitch variation used.⁹ Ritonga stated that students have difficulty in pronouncing English correctly. They still experience many challenges when asked to pronounce English vowels, primarily because they do not understand how to pronounce them properly and struggle with differentiating between words that sound almost the same. Additionally, students express that their teachers do not use a variety of engaging methods and strategies. Teachers usually only use discussions and conversations in class which makes learning boring.¹⁰

Based on the explanation above, the fact that pronunciation skills in some schools remain low is largely due to students' lack of understanding of pronunciation. Although pronunciation is a very important skill in learning English, many students still face significant challenges in improving their

⁸ Çakır, İsmail, and Birtan Baytar. "Foreign language learners' views on the importance of learning the target language pronunciation." *Journal of Language and Linguistic Studies* 10.1 (2014): 99-110.

⁹ <https://www.scribd.com/presentation/595055145/Rhythm-Stress-And-Intonation> (Accessed on December 2nd, 2024).

¹⁰ Wulandari Ritonga, "Improving Students' Homophone Through Guessing Game at Grade XI SMA N 7 Padangsidempuan," June 28, 2018, 5. <http://etd.uinsyahada.ac.id/id/eprint/1963>.

pronunciation skills. Even though they recognize the importance of good pronunciation in communication, various factors often hinder their progress.

Pronunciation problems among students, especially in English language learning, remain a challenge, as many students experience pronunciation difficulties due to various factors. This includes the XI Online Business and Marketing students of SMK Asy Syafaah Jember, that also have problems in pronunciation. Based on the researcher's observations during the PLP, students cannot pronounce English words well and have difficulty in pronouncing them. For example, the word "but" in English is pronounced "bat". However, the grade XI students of SMK asy Syafaah pronounce "but" with a pronunciation similar to the Indonesian pronunciation, they may not realize that the vowel and consonant sounds in English are different from those in Indonesian.¹¹ The direct influence of Indonesian and their respective local languages also often causes students to pronounce English words mispronounce.

Based on an interview with the English teacher of class XI Online Business and Marketing at SMK Asy Syafaah Jember, it was found that students often use their own English dialect and pay little attention to correct pronunciation.¹² The main issue is that students do not like the material and have difficulty distinguishing similar pronunciations in spoken English. Many students struggle with English pronunciation for

¹¹ Observations on September 30th, 2024

¹² Interview on October 4th, 2024

two reasons. Firstly, they never try to practice their pronunciation regularly. Secondly, unfavorable learning environment factors, including peer influence and limited resources, contribute to this challenge. Some students interviewed by the researcher reported that they had difficulty pronouncing English words because the pronunciation did not match what they saw or written. On average, they were unable to pronounce words correctly, with many mentioning that almost all English words were difficult to pronounce.

There are several methods and strategies that can be used to teach pronunciation in English, including: 1. Tongue Twisters. Tongue Twisters are phrases or sentences which are difficult to pronounce because similar sounds occur but provide the students with enjoyable activities at pronunciation practice,¹³ 2. Drilling. Drilling strategy involves teacher saying a word or structure, and getting students to repeat it.¹⁴ 3. Minimal Pairs. Minimal Pairs is a pair of words which differ in lexical meaning based on a difference in one sound.¹⁵ 4. Homophone Game. Homophone games are a natural extension of homophone dictation and can be used to help students practice and remember homophones.¹⁶

¹³ Macháčková, Eva. Teaching English pronunciation to secondary school students with focus on TH consonants. Diss. Masarykova univerzita, Pedagogická fakulta, 2012.

¹⁴ Kelly, Gerald. How to teach pronunciation. England : Longman. (2000:16). <https://andrianilina.wordpress.com/wp-content/uploads/2016/02/how-to-teach-pronunciation-kelly-gerald.pdf>

¹⁵ Cruz, Neide Cesar. "Minimal pairs." *Revista Linguagem & Ensino* 8.2 (2005): 171-180.

¹⁶ Shaun Dowling, "Homophone Game", British Council Teaching English, 2019, <https://www.teachingenglish.org.uk/teaching-resources/teaching-adults/activities/pre-intermediate-a2/homophone-game>. (Accessed on November 22nd, 2024)

One of them is the homophone game. In this research, teacher recommendation the researcher apply homophone game. The English teacher and also the researcher chose homophone since homophone that games can make the class is not getting bored, more active, the students get motivation, the students are excited to study. Turnbull states Homophones also improve students' pronunciation because homophones are one of the contents of pronunciation to improve pronunciation helps you develop clear and understandable pronunciation with appropriate intonation and stress. clarity is the most important thing in pronunciation and is understood by listeners in certain situations. This means that homophones are words that have the same sound or similar sounds but different meanings.¹⁷

Hence, based on problems above, this research uses interesting media that can be applied to present pronunciation in the classroom a homophone game. The game is designed to make the learning process more interesting and interactive, thereby increasing students' motivation in practicing pronunciation. Homophone games are a natural extension of homophone dictation and can be used to help students practice and remember homophones.¹⁸ Homophones have the same sound but different

¹⁷ David Turnbull, *How to Improve Your Pronunciation at Meten*, 2017th ed. (David turnbul, 2017), <https://www.scribd.com/presentation/10929252/How-to-Improve-Your-Pronunciation-at-METEN-1>

¹⁸ Shaun Dowling, *"Homophone Game"*, British Council Teaching English, 2019, <https://www.teachingenglish.org.uk/teaching-resources/teaching-adults/activities/pre-intermediate-a2/homophone-game>. (Accessed on November 22nd, 2024)

meaning (similar sound).¹⁹ For example, “eat” (verb) and “eight” (the number) have the same sound but different meanings. By using the homophone game, students will be invited to practice identifying and pronouncing words that are similar in sound, but different in meaning.

This strategy is not only fun but also provides effective practice to improve pronunciation, stress, rhythm, and intonation. Several studies have investigated the use of homophone game strategies to enhance students' pronunciation skills. The researcher highlighted one of the main studies used as a reference, specifically Awang Syaban's findings, which revealed that the use of homophone games was effective in improving students' pronunciation skills. The study involved an experiment with 9th-grade students at MTs An-Nashihin in South Tangerang, where pre-tests and post-tests were conducted to collect data regarding their pronunciation performance before and after the intervention. The study utilized five types of homophone games simultaneously in classroom learning. The results showed a substantial improvement in students' pronunciation skills, as evidenced by the average scores in the experimental class. Therefore, homophone games significantly enhanced students' pronunciation skills, and students generally responded positively to the incorporation of these games into their learning experience. This indicates that it is important to

¹⁹ Dian Novitaningtyas, “*Homophone Game as Medium to Improve Students’ Pronunciation Skill*,” December 2018, p 11. http://lib.unnes.ac.id/34230/1/2201414103_Optimized.pdf

manage students' pronunciation skills through the strategies identified by Awang Syaban.²⁰

From the previous studies above, researchers revealed that the use of homophone game strategies can improve students' pronunciation skills. However, the analysis methods employed in the previous research did not use the same measurements as those used by the current researchers. The earlier research utilized a quasi-experimental approach and was conducted with 9th-grade students at MTs, while this study uses the Classroom Action Research (CAR) model and was conducted in class XI at SMK. Previous research applied too many types of homophone games during learning, whereas this study only uses three types of homophone games to help students stay organized and better understand the material. Therefore, it can be concluded that the previous studies employed different methods of analysis and subjects, as well as varying amounts of homophone types and differing conditions in each study.

Based on the previous explanation, it is important to conduct research on homophone games that help improve students' pronunciation. The researcher emphasized the importance of innovation in learning approaches to achieve better results in English language education. Additionally, this research is supposed to show that the use of homophone games not only improves students' pronunciation but also increases their motivation and engagement in the English learning process.

²⁰ Syaban, Awang. *"The Effect of Using Homophone Games to Improve Students' Pronunciation (A Quasi-Experimental Study at Ninth Grade Students of MTs An-nashihin In Academic year 2023/2024)"*. BS thesis. Jakarta: FITK UIN Syarif Hidayatullah Jakarta.

Therefore, the use of homophone games is helpful to improve the pronunciation ability of students who struggle in speaking English due to their lack of knowledge in articulating certain words appropriately. The researcher is interested in conducting Classroom Action Research titled “Improving Students' English Pronunciation Skills by Using Homophone Games at Class XI Online Business and Marketing of SMK Asy Syafaah Jember” because homophone games have a positive effect on how students learn English pronunciation.

B. Research Question

Based on the background above, the researcher formulated the research question: How can the implementation of homophone games improve students' English pronunciation skills in class XI Online Business and Marketing Vocational High School (SMK) Asy Syafaah Jember?

C. Research Objective

Based on the research question above, the research objective of this research are: To improve students' English pronunciation skills by using homophone game in class XI Online Business and Marketing Vocational High School (SMK) Asy Syafaah Jember.

D. Research Significance

1. Theoretically

This research is expected to contribute to the knowledge of English, especially in improving students' English pronunciation skills by using homophone game. In addition, the results of this study are

also expected to be a solution to the problem of pronunciation mastery, as well as a reference for further research in the field of education.

2. Practically

a. For the students

The findings of this research are expected to provide students with an engaging and interactive way to improve their English pronunciation skills.

b. For the English teachers

This study provides a framework for teachers to address pronunciation challenges, equipping them with innovative methods to support their students' learning processes.

c. For the researcher

For the researcher, this study serves as a foundation for further exploration in the field of language education.

E. Definition of Keyterms

1. Pronunciation skills

Pronunciation skill refers to the ability to correctly produce the sounds, vowel, consonant, word stress, intonation, and sentence stress of a language so that speech is clear and easily understood by native speakers. In this study, pronunciation skill specifically focuses on students' ability to accurately articulate English words and homophones to improve their overall spoken communication.

2. Homophone game

Homophone game refers to an educational activity designed to help students recognize, differentiate, and correctly pronounce homophones words that sound the same but have different meanings and spellings. In this study, homophone games include interactive exercises such as the Shaun Dowling game, homophone matching cards game, and homophone mimicking game, aimed at improving students' English pronunciation through engaging and repetitive practice.



CHAPTER II

LITERATURE REVIEW

A. Previous Study

In this section, the researcher presents various previous research results that are relevant to the research to be carried out, and compiles a summary of them, including published research such as theses, dissertations, and articles published in scientific journals.

There are several previous studies related to pronunciation mastery and the use of homophone games:

1. The first study was conducted by Minh and Giang in 2022, entitled "Using homophone games to improve pronunciation performance for non-English Majors." The present study involved experimental research among students pursuing non-English majors at the Faculty of Mathematics in a provincial teacher education university in Vietnam. The research was carried out over eight weeks. The pre-and post-tests were administered to the experimental and control groups to gather data on their pronunciation performance before and after the intervention. This study utilized two research instruments, namely tests and questionnaires. The results indicate that the utilization of homophone games has significantly facilitated the enhancement of students' pronunciation abilities. Furthermore, students have generally

expressed favorable opinions regarding incorporating homophone games into their learning experience.²¹

2. The second study was conducted by Harsin, Rofiqoh, Mashuri in 2022, entitled "Using Homophone Games To Improve Pronunciation For High School Student". This study aims to prove that the use of homophone games can improve the pronunciation of eleventh grade students at SMKN 1Sojol. This study used a pre experiment research design. The sample of this study was 21 eleventh grade students of ATPH 1 (Agribusiness of Food Crops and Horticulture) known as agriculture department, consisting of 21 students. The sample was collected by purposive sampling technique. Data collection was done by giving a pronunciation test which was conducted before and after the treatment, called pre-test and post-test. The pre-test results showed that the mean value of the pre-test was 34.44, and the mean value of the post-test was 76.19. The results of data analysis showed that the t-count value (4.30) was greater than the t-table (1.725) by applying the significance level of 0.05 and 20 degrees of freedom (df) 21-1=20. The implication of this finding is that for the improvement of pronunciation teaching is that teachers need to use homophone games to improve students' pronunciation.²²

²¹ Trang, MA Trần Thị Thu, and MA Lê Thị Thanh Bình. "Improving Pronunciation For The Second Year Non-English Major Students Of Vinh University Through Homophone Games." English Language Education in the 21st Century: 36.

²² Harsin, Harsin, Rofiqoh Rofiqoh, and Mashuri Mashuri. "Using Homophone Games to Improve Pronunciation For High School Student." e-Journal of ELTS (English Language Teaching Society) 10.3 (2022): 227-236.

3. The third previous research by Apriliah Daniati in 2023, entitled “The Implementation Of Homophone Games To Improve Students’ Lexical Mastery At Seventh - Grade Students Of Sekolah Menengah Pertama Negeri 1 Peterongan Jombang”. This study aims to improve the lexical mastery of seventh grade students at junior high school Negeri 1 Peterongan Jombang using homophone games. This study used a class action research method conducted in class VII-A SMP Negeri 1 Peterongan with 32 students as research subjects. This research uses the Kemmis and Mc Taggart model, which includes four stages: planning, action, observation, and reflection. The research was conducted in two cycles, with each cycle consisting of two meetings. Students' average scores continued to increase in each test. The average score of students in the pre-test was 49.84, with 7 students (21.8%) passing the KKM (70). In post-test I of cycle I, the students' average score was 63.90, with 15 students (46.8%) passing the KKM (70). In post-test II of cycle II, the average score was 76.5, with 26 students (81.2%) passing the KKM (70). The increase in students' vocabulary mastery through the application of Homophone Games from pre-test to post-test II was 53.49%. The results concluded that the application of Homophone Games can help improve students' vocabulary mastery in class VII SMP Negeri 1 Peterongan.²³

²³ Daniati, Apriliah. *"The Implementation Of Homophone Games To Improve Students'lexical Mastery At Seventh-Grade Students Of Sekolah Menengah Pertama Negeri 1 Peterongan Jombang."* (2023).

4. The fourth previous research by Tri Ramadani Harahap in 2023, entitled “Improving Students’ Pronunciation Through Homophone Games at XI Grade SMAN 5 Padangsidempuan”. This study aims to determine whether the results of homophone games can improve student pronunciation in class 11 Mipa 1. The method used by researchers is CAR (Classroom Action Research). The population of this study was 25 students in 11 Mipa 1. Based on the results of the research that has been done, students' pronunciation has improved. In Pronunciation cycle 1, students' pronunciation was low based on the researcher's observation that students were confused about homophones, less enthusiastic, and incomplete roles. In Pronunciation cycle 2, students' pronunciation was very good based on the researcher's observation in the learning process that students focused and followed the Pronunciation lesson and were enthusiastic in learning. The results of cycle I were 20% and cycle II the percentage was 96%. This means that the application of homophone games can improve students' pronunciation and the hypothesis can be accepted.²⁴
5. The fifth study was conducted by Awang Syaban in 2024, entitled “The Effect Of Using Homophone Games To Improve Students' Pronunciation”. This study aims to examine the impact of homophone games in improving students' pronunciation skills at MTs An-nashihin South Tangerang. This study used a quasi-experimental research

²⁴ Harahap, Tri Ramadani. *“Improving the students’ pronunciation through homophone games at Grade XI SMA N 5 Padangsidempuan”*. Diss. UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, 2023.

approach and was conducted in grade 9. The results of this study showed a substantial improvement in students' pronunciation ability, as seen from the average score in the experimental class. The pre-test mean score was 46. After the treatment, the students' post-test mean score increased significantly to 76. The independent sample test yielded a p-value or significance (2-tailed) of 0.000. Since the p-value is below the sig significance threshold of $\alpha = 0.05$ (5%), this indicates that the null hypothesis is rejected and the alternative hypothesis is accepted. This indicates that there is a statistically significant difference between the experimental group and the control group regarding the post-test results. Therefore, it can be concluded that the use of homophone games is effective in improving students' pronunciation skills.²⁵

Table 2.1
The Similarities and Differences Between Previous Research and This Study Were Presented in the Following Table

No	Research Title	Similarities	Differences
1	2	3	3
1.	Research by Minh and Giang 2022 with the title "Using homophone games to improve pronunciation performance for	<ul style="list-style-type: none"> The similarity between this research and the research conducted by previous researchers is 	<ul style="list-style-type: none"> The previous study conducted pre and post-test with experimental and control groups. While this study used a Classroom action

²⁵ Syaban, Awang. "The Effect of Using Homophone Games to Improve Students' Pronunciation (A Quasi-Experimental Study at Ninth Grade Students of MTs An-nashihin In Academic year 2023/2024)". BS thesis. Jakarta: FITK UIN Syarif Hidayatullah Jakarta.

	non-English Majors”	that both studies utilize homophone games as a primary method to improve students' pronunciation skills.	research (CAR) approach. • The previous study was conducted at a teacher education university in Vietnam, while this study was conducted at a vocational high school in Kebonsari, Summersari, Jember.
2.	Research by Harsin, Rofiqoh, Mashuri 2022 with the title “Using Homophone Games To Improve Pronunciation For High School Student”	<ul style="list-style-type: none"> Research by Harsin, Rofiqoh, Mashuri 2022 with the title “Using Homophone Games To Improve Pronunciation For High School Student” Both conducted research in class XI SMK 	<ul style="list-style-type: none"> The difference between previous research and current research is the difference in research methods. previous research used pre-experimental research design, while this study used classroom action research (CAR) design. Differences in the location of the research site and sample.
3.	Research by Apriliah Daniati 2023 with the title “The Implementation Of Homophone Games To	<ul style="list-style-type: none"> The similarity between this research and the previous research is that both of 	<ul style="list-style-type: none"> The difference between this research and the previous research is that the previous research used a sample of

	Improve Students' Lexical Mastery At Seventh - Grade Students Of Sekolah Menengah Pertama Negeri 1 Peterongan Jombang”	them both use class action research methods and both use homophone game strategies.	32 students, while this research is only 15 students. • The previous research was to improve students' lexical mastery, while this research is to improve students' pronunciation.
4.	Research by Tri Ramadani Harahap 2023 with the title “Improving Students' Pronunciation Through Homophone Games at XI Grade SMAN 5 Padangsidempuan”	<ul style="list-style-type: none"> • The similarity between this research and the research conducted by previous researchers is that both aim to improve students' pronunciation skills through the use of homophone games. • Both focus on class XI. In addition, the problems faced by students in these two studies are also similar. 	<ul style="list-style-type: none"> • The previous research used a sample of 25 students, while this study only amounted to 15 students. • The previous study was conducted at a favorite public high school in Padangsidempuan, North Sumatra, while this study was conducted at a private vocational high school in Kebonsari,
5.	Research by Awang Syaban 2024 with the title “The Effect Of	• The similarity between this research and	• The difference between this research and previous research

	Using Homophone Games To Improve Students' Pronunciation"	<p>the previous research is that both aim to improve students' pronunciation .</p> <ul style="list-style-type: none"> • Both studies use the homophone game method 	<p>is that previous research using a quasi-experimental approach, while this research using classroom action research (CAR).</p> <ul style="list-style-type: none"> • Differences in research grade level and research location.
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This study offers some significant novelties in the use of homophone games to improve students' pronunciation. Firstly, this study focuses on the context of vocational education, which is still rarely researched compared to previous studies that are often conducted in colleges or favorite high schools with larger sample sizes. This study utilizes a Classroom Action Research (PTK) approach, which aims to address specific problems in a classroom context directly. This is different from previous studies that generally used pre-experimental or quasi-experimental methods, which focus more on statistical analysis without direct intervention in the learning process. In addition, the smaller sample size (15 students) allowed for a more in-depth analysis of the students' individual experiences, as well as the specific challenges faced by them in the vocational environment. Thus, this study not only makes new contributions to teaching methods, but also offers deeper insights into the development of pronunciation skills among vocational students.

B. Theoretical Framework

1. Pronunciation Skills

a. Definition of Pronunciation

Pronunciation is the way a word is often pronounced in a language, or the way someone pronounces a word. 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. 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.²⁶ According to Oxford University, pronunciation is the way a language, word, or specific sound is pronounced and pronunciation is the act or manner of pronouncing articulate utterance.²⁷ This definition makes pronunciation one of the key components of English. Hancock stated that pronunciation is more than just 'listen and repeat'. Pronunciation involves elements of language, such as vocabulary and grammar, as well as speaking and listening skills. Just like vocabulary and grammar,

²⁶ Bernard Silverstein. TC's Dictionary of American English pronunciation. NTC publishing group. (1994)

²⁷ Dictionary, Oxford. "Oxford Learner's Pocket Dictionary." (2008).

pronunciation is done by paying attention to and understanding the rules and patterns underlying the way of speaking.²⁸

Good pronunciation gives the speaker valuable confidence. Although it does not have to exactly match the pronunciation of native speakers, when students make an effort to learn, they can definitely master some words in a native-like manner. According to Morley, when speakers talk to others, the first thing that can create a good impression of the quality of their language ability is pronunciation.²⁹ Pronunciation that is imprecise and difficult to understand can lead to misunderstandings for both the speaker and the listener. In addition, learners with limited pronunciation ability will lose confidence, which has a negative impact on their assessment of their own ability.

Based on the explanation above, pronunciation refers to the way an individual or several individuals articulate a word and convert one language to another. Through a better understanding of Pronunciation, we can identify and use it correctly. Therefore, speakers must have good pronunciation so that their listeners can understand the content of the conversation and avoid misunderstandings that could potentially lead to negative consequences. A clear pronunciation is essential for a good speaker

²⁸ Mark Hancock, 2018. "Pronunciation in the English Language Classroom Is More than Just 'Listen and Repeat,'" British Council, <https://www.britishcouncil.org/voices-magazine/teaching-pronunciation-more-just-listen-and-repeat>. (Retrieved on November 25th, 2024)

²⁹ Morley, J. (1998). Trippingly on the Tongue: Putting Serious Speech/Pronunciation Instruction back in the TESOL. *ESL Magazine*. 1(15): 20-23

to ensure that their speeches are understood by the audience. It is important for teachers to instruct their students in pronunciation, as this can improve their skills in producing spoken language.

b. Aspects of Pronunciation

There are several key aspects of pronunciation and the sound system in English that a teacher can pay attention to. Some of these are "bottom-up," related to how to form and hear sounds as accurately as possible, while others are "top-down," where a student's pronunciation becomes part of a broader communicative approach.

This represents a balance between "accuracy" on one side and "clarity" on the other. In short, the key aspects are as follows:

1) Vowel

Vowel sounds are all voiced. Vowels are articulated when a voiced airstream is shaped using the tongue and the lips to modify the overall shape of the mouth.³⁰ Vowels may be single or diphthongs (Combination, It is involving a movement from one vowel sound to another). Vowels related to consonants, because from both include how the word can say better.

³⁰ Kelly, Gerald. (2000) *How To Teach Pronunciation*. www.Longman.com. Page. 29. Retrieved November, 1, 2024

2) Consonant

Consonant may be voiced or unvoiced. It is possible to identify many pairs of consonants which are essentially the same except for the element of voicing.³¹ The letters which can not result the sound without helping other letters

3) Word Stress

Word stress is the term used to describe the accent or emphasis given to a particular syllable of a word, and it is a more or less invariable attribute of that word when spoken in isolation. Words of more than one syllable contain both stressed and unstressed syllables. Learners' dictionaries indicate the stressed syllable(s) for every multi-syllable word as if it were being spoken in isolation.³²

4) Intonation

According to Gerald "Intonation refers to the way the voice goes up and down in pitch when we are speaking".³³ It is a fundamental part of the way we express our own thoughts and it enable us to undertad those of others. Intonation is also a way of modifying the strength or intention of what we are saying, it used also to convey emotion, involvement, and

³¹ Kellly, Gerald, "How to Teach Pronunciation", www.Longman.com. (Malaysa : Pearson Education, 2001), 29. Retrieved November, 1, 2024

³² Underhill, Adrian, Sound Foundations Learning and Teaching Pronunciation,(Macmillan, 2005), 51. Retrieved November, 1, 2024

³³ Kelly, Gerald, "How to Teach Pronunciation", www.Longman.com. 2006. 86. Retrieved November, 1, 2024

emphaty. Within any given context an utterance can be given a variety of different meanings according to the intonation patterns chosen by the speaker. To know clearly, Intonation also refer to the patterns of pitch change over an utterance or series of utterances.³⁴

From the explanation above, we know that intonation is very important. Because it gives us clue the expression of the speaker or how he feels what he is saying.

5) Sentence Stress

The term sentence stress to refer to the various stressed elements of each sentence. To make stress in sentence, we have to know the word stress. This involve knowing the stress patterns for the individual multisyllabic wordin an utterance and deciding which words in an utterance would normally be stressed.³⁵

c. Teaching Pronunciation

The teaching pronunciation is done in various ways and for various reasons. Sometimes, the entire lesson is dedicated to pronunciation, while at other times, the teacher addresses pronunciation only when issues arise. Some teachers prefer to repeatedly practice correct pronunciation habits, while others focus

³⁴ Jeremy, "The Practice of English Language Teaching", 1983. 75. Retrieved November, 1, 2024

³⁵ Celce-Murcia, Marianne, Donna Brinton, and Janet M. Goodwin. *Teaching pronunciation: A reference for teachers of English to speakers of other languages*. Cambridge University Press, 1996. 154

more on developing students' comprehension and fluency. Therefore, there is no single approach that can be universally applied.

Teaching pronunciation involves helping learners avoid mispronunciations that can lead to misunderstandings between speakers and listeners during communication. When teaching English pronunciation to second or foreign language learners, it is important to consider not only accent but also intonation, as different countries have distinct accents. For example, the features of the Javanese and Madurese accent can affect how sounds are produced. Additionally, tone and mood of utterance can also interfere with effective communication.

d. Strategies in Teaching Pronunciation

Strategy focuses on the methods, processes and frameworks used to achieve specific goals by aligning resources, actions and objectives. Harry R. Yarger says that strategy is “the art and science of developing and using instruments of power in a synchronized and integrated manner to achieve goals”. Strategy emphasizes rational planning, adaptability, and integration of various tools to cope with complex environments.³⁶

Learning strategies are defined as the approaches and techniques that individuals use to acquire, process, store and recall

³⁶ Yarger, Harry Richard. Strategic theory for the 21st century: the little book on big strategy. No. 12. Strategic Studies Institute, US Army War College, 2006.

information. These strategies play an important role in determining learning success, especially in academic settings.

As stated by Hong Shi, learning strategies involve the active participation of learners, who are not only passive recipients of information but also involved in processing it through mental activities. This active engagement is important for developing pronunciation skills and increasing student motivation, among others. Effective learning strategies help learners manage cognitive load, so they can retain more information with less effort.³⁷

Numerous strategies are available for teaching pronunciation. Here are some strategies that teachers can utilize:

1) Tongue Twisters

Tongue Twisters are phrases or sentences which are difficult to pronounce because similar sounds occur but provide the students with enjoyable activities at pronunciation practice,³⁸ This strategy helps students practice articulation accuracy and speaking fluency.

a) How to use: The teacher provides sample tongue twister sentences consisting of words with similar sounds but different meanings. Students then imitate the sentence

³⁷ <https://www.linkedin.com/pulse/what-learning-strategies-b-lessons-english>. . Accessed on February 9, 2025

³⁸ Macháčková, Eva. Teaching English pronunciation to secondary school students with focus on TH consonants. Diss. Masarykova univerzita, Pedagogická fakulta, 2012.

slowly to quickly, focusing on the clarity of pronunciation of each word. Example: “She sells seashells by the seashore

2) Drilling

Drilling is a repetition technique used to train students to pronounce words or phrases correctly. Drilling strategy involves teacher saying a word or structure, and getting students to repeat it.³⁹ This technique involves the teacher modeling the correct pronunciation, then students repeating the pronunciation over and over again.

a) How to use: The teacher pronounces the word or phrase, then the student repeats after the teacher. The teacher can provide corrections if there are pronunciation errors, and the student continues to repeat until the pronunciation is correct.

3) Minimal Pairs

Minimal Pairs is a pair of words which differ in lexical meaning based on a difference in one sound.⁴⁰ Practice with minimal pairs helps students distinguish similar vowel and consonant sounds in English.

a) How to use: The teacher gives minimal pairs of words, such as “ship” and “sheep”, and asks the students to identify the difference in sounds and pronounce them correctly. This

³⁹ Kelly, Gerald. How to teach pronunciation. www.Longman.com. (2000:16)

⁴⁰ Cruz, Neide Cesar. "Minimal pairs." Revista Linguagem & Ensino 8.2 (2005): 171-180.

exercise helps students to be more sensitive to subtle sound differences.

4) Homophone Game

Homophone games are a natural extension of homophone dictation and can be used to help students practice and remember homophones. This game helps students understand how correct pronunciation can differentiate the meaning of words.⁴¹

- a) How to use: The teacher provides a list of homophones, such as “there”, “their”, and “they're”, and asks students to use the words in correct sentences. Alternatively, the teacher can give riddles or quizzes that require students to choose the correct homophone based on the context.

Among the various strategies for teaching pronunciation skills mentioned earlier, researcher opt for homophone game strategies. This choice stems advice from English teacher and from the belief that engaging homophone game strategies can capture students' interest and enhance learning effectiveness. Homophone game are played in groups, with friends, or partners, encouraging collaboration among students. Such collaborative efforts foster

⁴¹ Shaun Dowling, “*Homophone Game*”, British Council Teaching English, 2019, <https://www.teachingenglish.org.uk/teaching-resources/teaching-adults/activities/pre-intermediate-a2/homophone-game>. (Accessed on November 25th, 2024).

interaction among students, thereby enriching their pronunciation learning experience.

2. Homophone Game

a. Definition of Homophone

According to etymology, homophone is taken from the Greek word, “homos” meaning “same”. “phone” meaning “voice” or “sound”.⁴² So homophones are words that have exactly the same sound (pronunciation) but different meanings and (usually) spelling. Homophone is the words have identical pronunciation but be different words with different meaning.⁴³

In another sense a homophone is a word that is pronounced the same as another word but differs in meaning. Homophones are words that sound the same but have different meanings and spellings.⁴⁴

b. Definition of Game

c. In teaching speaking skills, particularly pronunciation, students sometimes experience boredom and lack motivation during the learning process. Therefore, teachers need to provide activities that are both enjoyable and motivating for students. Various activities

⁴² Turnbull, David. How to Improve your Pronunciation at METEN (1).2009. <https://www.aminlimpo.com/2016/12/homophone-games-in-pronunciation-and.html?m=1>.

⁴³ Akmajian, Adrian. Linguistic: An Introduction to Language and Communication, fourth Edition. The MIT Press, USA.1995. <https://www.aminlimpo.com/2016/12/homophone-games-in-pronunciation-and.html?m=1>.

⁴⁴ Marie Rippel, How to Teach Homophones, <https://blog.allaboutlearningpress.com/>. Retrieved on November, 22 2024.

can be employed to teach pronunciation, and one effective method is through games.

- d. Games can be highly beneficial for teaching English pronunciation, as they promote effective and enjoyable learning experiences. They are also believed to positively influence students' interest in learning English and help improve their pronunciation skills. A game is generally understood as a competition governed by rules, where participants strive to win, often involving rivalry or challenge.

According to Maribel, games are often simple recreational activities, though they can sometimes be more complex.⁴⁵ Maribel defines a game as an activity or sport that requires skill, knowledge, or chance, where players adhere to established rules and compete against opponents or work to solve puzzles. Additionally, a game can be described as a pleasurable activity with a set of rules, involving competition or interaction between participants.⁴⁶

Meanwhile, Hadfield defines a game as an activity that involves rules, objectives, and an element of enjoyment.⁴⁷ This

⁴⁵ Sánchez, Maritza Maribel Martínez, Armando Pérez Morfín, and Vilma E. Portillo Campos. "Interactive games in the teaching-learning process of a foreign language." *Teoría y praxis* 4 (2007): 47.

⁴⁶ Salazar Posada, Chris Valeska, and Angélica María Villamil Francis. "Application of games for the development of speaking skill in fourth graders from Remigio Antonio Cañarte school." (2012), P. 11

⁴⁷ Jill Hadfield, *Intermediate Communication Games*. (China: Addison Wesley Longman, 1987), p.5

means that a game is a structured activity that can be integrated into the teaching and learning process. By engaging in games, students not only enjoy the learning experience but also benefit from clear objectives and organized frameworks. Although games are enjoyable, they still require adherence to certain rules during practice.

Based on the explanation above, the writer concludes that games are effective and enjoyable techniques for learning. They have the potential to stimulate and motivate students, making the learning process more engaging, communicative, and enjoyable. Therefore, the writer has chosen to use games as a teaching method in this study, specifically employing the homophone game.

e. Definition of Homophone Game

In English language learning, the term “homophone game” usually refers to an educational activity or exercise designed to assist individuals in improving their understanding and use of English homophones. According to Syamsia and Salamat, as a consequence of playing homophone games, students can better distinguish homophones and determine their frequency in English. The purpose of playing homophone games when learning English is to improve linguistic skills, particularly in pronunciation and speaking. By playing this activity that provides opportunities for

interaction and engagement, students can recognize, distinguish and use homophones appropriately in various contexts.⁴⁸

The game follows homophone dictation naturally and can help students learn homophones. Students are encouraged to practice recognizing, distinguishing and using homophones appropriately in various contexts through engaging and entertaining homophone activities.

Homophone games can improve students' pronunciation because homophone games can activate the class, where students can be actively involved in the class because the game works in groups then it can make the class not bored, and more active, students become more motivated and then students are excited to learn. Not only pronunciation, students also get new vocabulary.⁴⁹

This means that homophones can make students more active in class and eager to learn because students become motivated and not bored.

Turnbull states Homophones also improve students' pronunciation because homophones are one of the contents of pronunciation to improve pronunciation helps you develop clear and understandable pronunciation with appropriate intonation and

⁴⁸ Syamsia, S., and Manawia Salamat. "Using Homophone Game to Improve Students' Pronunciation at Junior High School 5 of Tidore Archipelago." *Langua: Journal of Linguistics, Literature, and Language Education* 2.1 (2019): 9-14.

⁴⁹ Harsin, et al. "Using Homophone Games to Improve Pronunciation for High School Student" *E-Journal of ELTS (English Language Teaching Society)* 10, no. 3 (2022): 227–36, <https://doi.org/10.22487/elts.v10i3.3182>.

stress. clarity is the most important thing in pronunciation and is understood by listeners in certain situations.⁵⁰ This means that homophones are words that have the same sound or similar sounds but different meanings.

Homophone game is one of the games. It is a game in which a player creates a sentence or phrase containing a pair or larger set of homophones, substitutes the homophone pair with another pair of words, then reads the newly created sentence out loud. The objective of the game is for the other players to deduce what the original homophone pair is.

f. Advantages and disadvantages of the Homophone Game

1) Advantages of Homophone Game

Below are the advantages of homophone game as follows:

- a) Homophone game is something that is fun to do and something entertaining. Homophone games also very interesting because there is an element of competition in it.
- b) When teaching using homophone games, it allows active participation of students in learning.
- c) In the learning process that uses homophone games, the role of the teacher is not visible, but the interaction between students or learning citizens becomes more prominent.

⁵⁰ David Turnbull, How to Improve Your Pronunciation at Meten, 2017th ed. (David turnbul, 2017), <https://www.scribd.com/presentation/10929252/How-to-Improve-Your-Pronunciation-at-METEN-1>.

- d) This game can provide immediate feedback to be more effective
- e) This game can provide an opportunity for students to learn to practice real behavior, not just discuss it.
- f) Homophone games can be interactive and encompass many different learning factors at once.
- g) Passive students can participate positively
- h) Students can learn a lot without stress.
- i) This game is flexible to practice students' pronunciation.⁵¹

2) The Disadvantages of Homophone Games

Homophone games also have weakness or limitations that deserve to be considered, namely:

- a) Students have not yet regarding the rules and technical implementation.
- b) When the games play, if the students' numbers is too much it will surface to involve all of the students in that games, a student whom did not involved will disturb the process
- c) In its implementation, this game is usually followed by voices so that they can cause a crowd and interfere with learning activities in other classes.

⁵¹ Hadfield, Jill, Elementary Vocabulary Game, (Harlow: Pearson Education Ltd, 1998), p.55.
<https://www.scribd.com/document/395207232/Jill-Hadfield-Elementary-Vocabulary-Games-pdf>.

g. Procedure of Homophone

Some types of homophone games could help the students to improve pronunciation. They are homophone shaun dawning, homophone cards game and Mimicking Homophone Pronunciation.

There are several rules and steps of homophone games:

1) Shaun dawning

1) Before giving the game, the teacher will explain to the students that homophones are two words that sound the same, but have different meanings, such as “rode” (to drive or ride a vehicle) and “road” (a path for vehicles).

2) Students will be divided into small groups of 3 or 4 people. Each group has a leader who will choose the first player from its members.

3) The teacher will ask the first student or player to sit on a chair facing the board (about 2 to 3 meters away). Each should have a piece of chalk or a marker.

4) The teacher will write a blank sentence and a homophone word choice, e.g. Fill in the blank with the correct word: a. road, b. rode, c. knew, d. new.

5) The first player will come to the board to answer the question and pronounce it.

- 6) The first player will be replaced by the second player until all members have had a chance.
- 7) The teacher will give points to the group that can answer the question correctly.
- 8) The winner is the highest point⁵²

The game is a competition and should be played in a jovial spirit. The teacher should not let the students always lose, so the teacher should cheat and point out to the students who always lose so that they have a chance to win. The game also helps to highlight some sounds that may be very difficult for students to hear and write, for example students have difficulty pronouncing the homophone 'heel/heal' /hi:l/ and tend to write 'hill' /hil/ or the teacher may say 'there' and they write 'dare'.

2) Homophone Cards Game

The Homophone Card Game is a fun and interactive way to help students understand and remember homophone pairs while still paying attention to their proper pronunciation. Here are the complete steps to carry out this game:

- a) The teacher prepares a pair of cards for each homophone pair. Each card should have one word from the homophone

⁵² Shaun Dowling, "Homophone Game", British Council Teaching English, 2019, <https://www.teachingenglish.org.uk/teaching-resources/teaching-adults/activities/pre-intermediate-a2/homophone-game>. (Accessed on November 26th, 2024)

pair. Make sure the cards have an attractive and clear design, with easy-to-read words.

- b) The teacher explains to the students that the objective of the game is to match the correct homophone pair while saying the word correctly.
- c) The teacher gives each student one homophone card. Make sure that all the cards are mixed up so that the students do not know which pair they are matching.
- d) Students should look for the matching pair of cards, say the word clearly, and after finding the pair, they should stand up and say both words together.
- e) Make sure they pronounce clearly to reinforce pronunciation and visual memory.
- f) After all groups have finished matching, check the results together. Discuss the matches of each homophone pair and give feedback if there are any mistakes.

3) Mimicking Game (Mimicking Homophone Pronunciation)

The mimicking game is a fun and interactive learning strategy to improve students' pronunciation comprehension through homophone games. Here are the complete steps to implement this game:

- a) The teacher starts by saying the prepared sentence slowly and clearly so that the students can listen to it well.

- b) After the teacher pronounces it, students are required to imitate the pronunciation for two to three times.
- c) Continuing from the second step, repeat this process several times until the student almost perfectly imitates the pronunciation.
- d) After practicing a few times, increase the speed of the pronunciation of the sentence little by little to make it more challenging for the students.
- e) After a few rounds, evaluate whether there are still any misunderstandings in imitating the homophone words.
- f) Give positive feedback if the students have successfully mimicked correctly; but if they still have problems then show the example again together.

From the explanation of the types of homophone games above, all types are used to teach pronunciation at SMK Asy Syafaah Jember. The researcher first explained the concept of homophones and their examples to the students. Students were then divided into two groups, then each got a homophone card randomly to find and pair up. After finding a pair, they pronounced the two words together, then the results were checked by the researcher. In the second game, Shaun Dowling, students competed to answer the overlapping sentences by choosing the right homophone word. Each group

member gets a turn, and the group with the most correct answers wins. By combining these two games, students can learn and practice homophones in a fun and interactive way.

3. Regular and Irregular Verbs

a. Definition of Regular and Irregular verbs

A regular verb is any verb whose conjugation follows the typical pattern, or one of the typical patterns, of the language to which it belongs. A verb whose conjugation follows a different pattern is called an irregular verb. This is one instance of the distinction between regular and irregular inflection, which can also apply to other word classes, such as nouns and adjectives.

In English, for example, verbs such as play, enter, and like are regular since they form their inflected parts by adding the typical endings -s, -ing and -ed to give forms such as plays, entering, and liked. On the other hand, verbs such as drink, hit and have are irregular since some of their parts are not made according to the typical pattern: drank and drunk (not "drinked"); hit (as past tense and past participle, not "hitted") and has and had (not "haves" and "haved").

The classification of verbs as regular or irregular is to some extent a subjective matter. If some conjugational paradigm in a language is followed by a limited number of verbs, or it requires the specification of more than one principal part (as with the

German strong verbs), views may differ as to whether the verbs in question should be considered irregular. Most inflectional irregularities arise as a result of series of fairly uniform historical changes so forms that appear to be irregular from a synchronic (contemporary) point of view may be seen as following more regular patterns when the verbs are analyzed from a diachronic (historical linguistic) viewpoint.⁵³

b. Examples of Regular and Irregular Verbs

Homophones are words that sound the same but have different meanings and often different spellings. When it comes to regular and irregular verbs, some homophones can arise from their past tense forms. Below are examples of homophones involving regular and irregular verbs:

Regular Verbs (Past Tense) and Homophones

1) Allowed / Aloud

- Regular verb: allow → allowed (past tense)
- Homophone: aloud (spoken loudly)

Example:

- She was allowed to enter.
- He read the poem aloud.

⁵³ Shakhnoza, Tukhtaeva. "Irregular Verbs." International Journal Of Research In Commerce, It, Engineering And Social Sciences Issn: 2349-7793 Impact Factor: 6.876 16.06 (2022): 1-3.

2) Passed / Past

- Regular verb: pass → passed (past tense)
- Homophone: past (referring to time before now)

Example:

- He passed the test.
- In the past, life was simpler.

3) Bowed / Bode

- Regular verb: bow → bowed (past tense)
- Homophone: bode (to predict or foreshadow)

Example:

- She bowed to the audience.
- The dark clouds bode ill for the picnic.

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Irregular Verbs (Past Tense) and Homophones

1. Blew / Blue

- Irregular verb: blow → blew (past tense)
- Homophone: blue (the color)

Example:

- The wind blew strongly.
- She wore a blue dress.

2. Ate / Eight

- Irregular verb: eat → ate (past tense)

- Homophone: eight (the number)

Example:

- He ate the entire pizza.
- There are eight apples in the basket.

3. Broke / Brook

- Irregular verb: break → broke (past tense)
- Homophone: brook (a small stream)

Example:

- She broke the vase.
- The brook flowed gently through the forest.

These examples show how regular and irregular verbs can create homophones in their past tense forms. For instance, "allowed" (past tense) and "aloud" (spoken loudly) sound the same in the past tense, even though they come from different origins. This can sometimes make English a bit confusing, especially for learners.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research was classroom action research (CAR). CAR is used when teachers conduct action research in their setting, especially in their classroom. Teachers choose an issue or an area they want to improve, and then develop an intervention based on theory, experience, or hypothesis. Teachers record the intention and its outcomes. A positive result can result in the information being spread if they are obtained. If not the cycle could be repeated.⁵⁴ In this study, the researcher engages in planning, implementing, observing, and reflecting to draw conclusions from the collected data. Kemmis and McTaggart define action research as a process aimed at fostering self-reflection and enhancing teaching effectiveness through the evaluation of instructional practices.⁵⁵

Based on this explanation, classroom action research is a method employed to identify issues and develop solutions. It is a collaborative approach in which the research actions are accompanied by reflection from both the researcher and collaborator (teacher), enabling them to address problems through specific techniques.

This study employs a collaborative classroom action research approach.

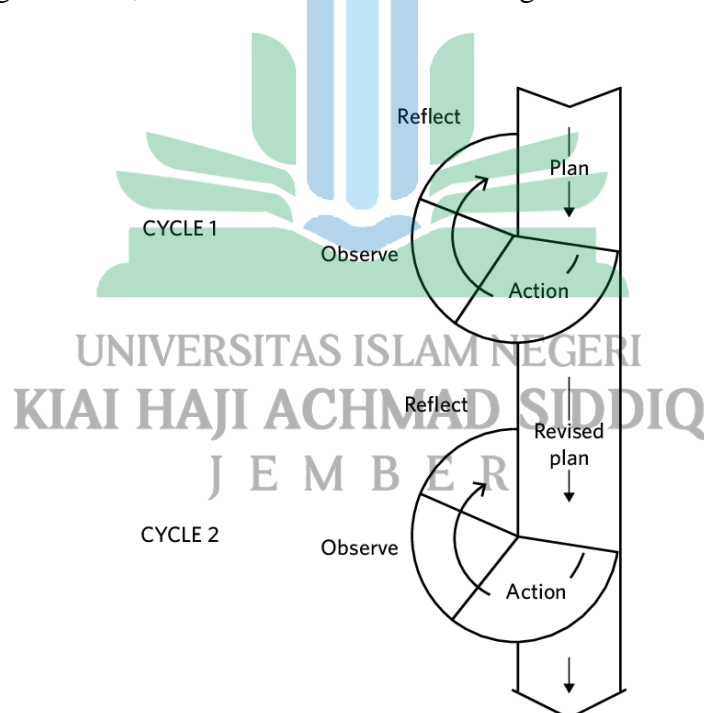
The researcher collaborates with the English teacher of class XI at SMK Asy

⁵⁴ Anne Burns, *Doing Action Research in English Language Teaching: A Guide for Practitioners* (Routledge, 2009), <http://www.pdfdrive.com/doing-action-research-in-english-language-teaching-a-guide-for-practitioners-esl-applied-linguistics-professional-series-d161262067.html>.

⁵⁵ Stephen Kemmis, Stephen Kemmis, and Robin McTaggart Robin McTaggart. *The action research planner: Doing critical participatory action research*. Springer, 2014.

Syafaah Jember, who serves as both an observer and a partner in the research process. Acting as the English instructor responsible for teaching pronunciation, the researcher conducts the study while the teacher observes the teaching and learning activities. Both the teacher and researcher work together in developing the lesson plan and engaging in reflective practices.

To address the research questions, the researcher gathers data through several stages: planning, action, observation, and reflection. This study follows the Classroom Action Research framework based on the Kemmis and McTaggart model, which is illustrated in the diagram below:



Picture 3.1
The model of classroom action research
Kemmis and MC Taggart in Anne Burns (1988)

1. Planning

- a. The researcher conduct initial observations and interviews with the teacher, as well as carry out a pre-test before the research action is carried out.
- b. The researcher plans to collaborate with the English teacher to solve the existing problems. At this stage, the researcher conduct an initial consultation with the teacher to identify the content and topics that match the syllabus.
- c. Together with the teacher, the researcher decide on the research material and theme. The theme chosen for this research is about regular and irregular verbs.
- d. The researcher proposes the use of Homophone Game as a suitable technique to teach pronunciation skills, especially in the context of regular and irregular verbs.
- e. To ensure the smoothness of the teaching and learning process, the researcher and the teacher discuss the implementation strategy, followed by the development of a thorough lesson plan.
- f. The researcher create learning materials centered on the Homophone game. Various supporting tools are developed, including lesson plans, syllabus, observation sheet, learning media, assessments, and success criteria to support the teaching process effectively.

2. Action

- a. After the planning stage, the researcher and the English teacher proceeded to implement the plan by introducing the Homophone game as a new strategy in the teaching and learning process.
- b. Before starting the game, the teacher first measured the students' understanding of regular and irregular verb material.
- c. The teacher explained the concept of regular and irregular verbs, gave examples, and presented various vocabulary and related Homophone sentences.
- d. The teacher assesses students' understanding and provides further explanation if needed.
- e. The activity begins with playing homophone shaun dawling, students are first divided into groups based on regular and irregular verbs to answer the missing sentences with homophone words and say them in turn.
- f. Next, students are invited to play the homophone cards game, where each student receives one homophone card and looks for its partner, then pronounces the two words together.
- g. During this whole process, the researcher and the English teacher continued to monitor classroom activities and evaluate students' performance.

3. Observation

At this stage, the researcher and the English teacher closely monitored the teaching and learning activities, with particular attention to the implementation of the homophone game aimed at enhancing students' pronunciation skills. They also observed students' engagement and responsiveness during the game. Furthermore, the researcher evaluated the progress in students' pronunciation abilities by conducting assessments both before and after the use of the homophone game, and analyzed the improvement based on the final test results, which met the established success criteria.

The collaborator observes the classroom situation, including students' activities while playing the homophone game and students' responses during teaching and learning activities. Researchers can prepare observation sheets, field notes, and even video recordings to cover all the actions taken for reflection. In this way, all strengths and weaknesses during implementation can be well observed. Therefore, the teacher and the researcher as collaborators also made some notes during the observation using the observation sheets.

4. Reflection

In the final stage, the researcher and the English teacher analyze the post-test results. If the scores in the first cycle meet the predetermined success criteria, the research is concluded. However, if the scores fall short of these criteria, the researcher proceeds to

conduct another cycle. The study is terminated once the success criteria, as adjusted by the researcher, are achieved.

B. Research Setting

1. Place of The Research

This research was conducted at SMK Asy Syafaah Jember in the 2024/2025 school year which is located at Jl. Basuki Rahmat 5 No.31, Lingkungan Sumber Pak, Kebonsari, Kec. Kaliwates, Kabupaten Jember, Jawa Timur 68131. The researcher chose SMK Asy Syafaah Jember because based on the researcher's observation in this school the students' ability in mastering English pronunciation is low. In addition, the Homophone game strategy has never been used to teach pronunciation in this school. Therefore, the researcher decided to make this school as a research location and help the students to improve their pronunciation mastery by applying homophone game.

2. Time of The Research

This study was conducted to improve students' English pronunciation skill by using homophone games. Researchers carried out teaching and learning activities using homophone games in 6 meetings including pre-test and post-test. This research began in the second semester, starting on February 17 to March 7, 2025.

C. Research Subject

A research subject is a person or group of people who participate in research. The subjects of this study is students of class XI Online Business and

Marketing at SMK Asy Syafaah Jember. Based on the observation, the researcher chose this class because this class has more problems about English pronunciation. In addition, the selection of Online Business and Marketing majors as research subjects is also based on the need for high communication competence in these fields. Therefore, the teacher recommended this class as the focus group for the research intervention aimed at improving their pronunciation skills.

D. Technique of Collecting Data

1. Instrument test

To evaluate the progress achieved through the study, assessments were given prior to and following the intervention. The test administered before the research began is known as the pre-test, whereas the test conducted after the completion of the study is called the post-test.

a. Pre-test

The researcher will start teaching and learning activities which is called the pre-action phase. In this phase, the researcher who acts as a teacher will deliver the material about regular and irregular verbs without using Homophone game. The researcher used the matching (choosing the right homophone word) and fill-in-the-blank (completing the sentence). In addition, a pretest will be given to evaluate students' ability in pronunciation skills before being taught using Homophone game.

b. Post-test

After giving material about regular and irregular verbs to students, the researcher will give a post-test after teaching and learning activities. The researcher used a test form similar to the pre-test but different in terms of content, namely matching (choosing the right homophone word) and fill-in-the-blank (completing the sentence). In this case, the researcher used the test data to assess the improvement of students' English pronunciation skills after the application of Homophone game as a medium and teaching strategy in English education.

2. Pronunciation Assessment

Pronunciation assessment entails measuring students' abilities in various aspects of pronunciation, including vowels, consonants, word stress, intonation, and sentence stress. This evaluation is based on scores obtained from students' performance in pronunciation exercises, collected through both pre-tests and post-tests. These scores ultimately indicate the effectiveness of using the Homophone game in improving students' pronunciation skills.

Table 3.1
Pronunciation Assessment Rubric Adapted from Kelly (2000)

PRONUNCIATION ASSESSMENT RUBRIC		
Indicator	Score	Aspect
Vowel	5	Pronounces vowel correctly all the time
	4	Pronounces vowels correctly most of time
	3	Make in consistent vowel errors
	2	Pronounces some vowels incorrectly

		consistently
	1	Vowel errors are frequent
Consonant	5	Pronounces consonants correctly all the time
	4	Pronounces consonants correctly most of time
	3	Make in consistent consonant errors
	2	Pronounces some consonant incorrectly consistently
	1	Consonant errors are frequent
Word stress	5	Places stress on the right syllable of multisyllabic words all the time
	4	Places stress on the right syllable of multisyllabic words, but miss places it on a few words
	3	Places stress on the right syllable of multisyllabic words, but miss place it on certain words
	2	Places stress on the right syllable of multisyllabic words, but miss place it on large number of words
	1	Frequently miss places stress on multisyllabic words
Intonation	5	Produces correct intonation tune in the whole sentences of the text without any hesitation
	4	Produces incorrect intonation tune in a few sentences of the text
	3	Produces much incorrect intonation tune in the sentences of the text
	2	Almost all of the sentences in the text are said with incorrect intonation tune
	1	All sentences in the text are spoken with the wrong tone of intonation
Sentence stress	5	Place stress on focus words and other key words all the time

	4	Place stress on focus words and other key words most of time
	3	Place stress on focus words and other key words sometimes
	2	Frequent misplace stress on focus words and other key words
	1	Sentence stress is rarely identified

To calculate each student's pronunciation ability score based on the rubric, the maximum possible score is determined by the five items assessed, with each item having a highest possible rating of 5. Therefore, the maximum score is 5 (items) multiplied by 5 (highest rating), totaling 25. The points earned by each student will be summed based on their ratings for items 1 through 5. The researcher will employ the following formula:

$$\text{Score} = \frac{\text{Total Of Students' Point}}{25} \times 100$$

3. Observation sheet

The purpose of the observation is to assess students' active involvement in the teaching and learning process. In this study, the researcher utilizes a table as a guide to systematically observe and record students' participation.

Table 3.2
Students' Observation Table

No	The point be observed	Category			
		1	2	3	4
1.	The students pay attention to the teacher's explanation.				
2.	The students are interested and enthusiastic about studying Homophone games				
3.	Students practice pronouncing the homophone word.				
4.	The student's enthusiasm for the task given.				
5.	The students ask for feedback after doing the activity related to the topic.				
	Total				

The formula used to calculate the percentage of observation results during the teaching and learning process:

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

Notes:

P: the class percentage

F: total observation

N: Number of students

4. Documentation

The researcher used pictures to take documentation, curriculum, and lesson plans. The photos were taken during the teaching and learning process, discussions between the English teacher and the researcher, the teaching and learning process, and the application of the Homophone game in learning activities.

E. Data Analysis

In this study, researchers used two techniques for data analysis, namely qualitative and quantitative data analysis. Qualitative analysis is used to analyze data from observation sheets, while quantitative data is used to analyze pre-test and post-test data. Qualitative data obtained from observation and documentation will be analyzed descriptively and presented in the form of narratives, tables, or matrices. Meanwhile, quantitative data from the pre-test and post-test results will be analyzed descriptively and presented in the form of tables, graphs, or diagrams to compare the improvement of students' pronunciation skills before and after the use of Homophone game.

In the data analysis process, the researcher calculated the average pronunciation score of the students using a specific formula:

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

Notes:

X : Mean

Σ : Total score of students

N : Number of students

The researcher aims to determine the percentage of the class that achieves the target score, with the score specifically related to the pronunciation subject. The calculation is based on the following formula:

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

Notes:

P: the class percentages

F: total percentage score (the students who pass the test)

N: Number of students

The researcher evaluated the students' progress by analyzing their scores from the pre-test through to the second post-test using the following formula:

$$P = \frac{y_1 - y}{y} \times 100\%$$

Notes:

P = Percentage of students improvement

y₁ = Post-test 2 result

y = pre-test result

Table 3.3
The Percentage Score of Students' Score

No	Percentage of Students' Score	Category of Students' Score	The total of Students	The total of Students' Percentage
1.	90 – 100%	Excellent		
2.	80 – 89%	Good		
3.	65 – 79%	Satisfactory		
4.	55 – 64%	Poor		
5.	0 – 54%	Very Poor		
Total				

F. Validity Data

In this study, researchers used source and content validity. According to Sanjaya, an instrument is considered valid if it accurately measures the intended construct.⁵⁶ Hence, the test must align with the subject matter and the objectives of the research. source validity is a critical aspect of research methodology that focuses on ensuring that the data collected from various sources is credible, relevant, and accurately reflects what it is intended to measure. This aligns with Brown's emphasis on content validity, which looks at whether a test or measure appropriately represents the subject matter being assessed.⁵⁷

There are several things the researcher do to create test validity. First, the test was designed based on the research objectives. Second, the researcher

⁵⁶ Pandiangan, Paken, I. Gusti Made Sanjaya, and Budi Jatmiko. "The validity and effectiveness of physics independent learning model to improve physics problem solving and self-directed learning skills of students in open and distance education systems." *Journal of Baltic Science Education* 16.5 (2017): 651-665.

⁵⁷ Brown, H. Douglas, and Priyanvada Abeywickrama. *Language assessment: Principles and classroom practices*. Pearson, 2004.

gave provide clear instructions for the students' test. Third, students should practice to pay attention to pronunciation by using the English homophone game strategy.

G. Criteria of Success

Success criteria are measures that determine whether the research is successful or not. Teachers need to make success criteria so that research and learning objectives can be achieved. Several indicators can be used to measure student success during the learning process. The following are the indicators of these success criteria:

1. The learning process is said to be successful if the lesson plan is implemented 70%-100%.⁵⁸
2. Student learning activities are said to be successful if the average student learning activity achieves the success target with an average score of 70
3. If 70% of students participate in the learning process and reach the minimum success rate of 70, then the learning process is said to be successful.

⁵⁸ Bahri Djamarah & Aswan Zain, Teaching and Learning Strategies, Jakarta: PT. Rineka Cipta, 2006) 56.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

Research findings were obtained from the beginning to the end of the teaching and learning process. The research was conducted at SMK Asy Syafaah Jember in the academic year 2024/2025. This study was conducted to determine the improvement of students' English pronunciation skills by using homophone games as a learning strategy. The implementation of this research consists of planning, acting, observing, and reflecting.

All data for this study was analyzed using two types of data: qualitative and quantitative. Quantitative data was taken from tests, and qualitative data was taken from observation sheets and documentation. The data was taken from class XI Online Business and Marketing SMK Asy Syafaah Jember, which consists of 15 students. Researchers conducted a pre-test first to determine the students' English pronunciation skills before conducting the cycle. This research was conducted in two cycles consisting of five meetings. The first cycle was conducted for three meetings, while the second cycle was conducted for two meetings, each meeting took 2 x 40 minutes. During the teaching and learning process, the researcher observed the teaching and learning process by using the observation sheet. Researchers observed students in each cycle. The results of the observation were used as a reflection material to conduct the next cycle.

1. Pre Test

The researcher used the matching (choosing the right homophone word) and fill-in-the-blank (completing the sentence) test forms to carry out the test in this study. In addition, there was also a read aloud component to test students' pronunciation. The tests given were still relevant to the topics discussed earlier in class. The pre-test results showed that students' English pronunciation skills had not reached the minimum success criteria or KKM. The following is the progress of students' pre-test results:

Table 4.1
List of Pre test Scores

No	Name	Minimum Passing Score	Total Score	Pass/Fail
1.	BDR	70	40	Fail
2.	DDU	70	42	Fail
3.	FKY	70	44	Fail
4.	KMH	70	70	Pass
5.	MBA	70	72	Pass
6.	MIR	70	40	Fail
7.	MRI	70	46	Fail
8.	MSL	70	56	Fail
9.	MSN	70	56	Fail
10.	NLA	70	54	Fail
11.	RDS	70	48	Fail
12.	SBI	70	44	Fail
13.	SRD	70	72	Pass
14.	TMI	70	58	Fail
15.	DAH	70	60	Fail
Total			806	3

Based on the data above, the researcher calculates the average value with the following formula:

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

$$X = \frac{806}{15} = 53,73$$

Researchers applied the formula below to determine the percentage of classes that exceeded the target Minimum Success Criteria (KKM) score.

$$P = \frac{f}{n} \times 100\%$$

$$P = \frac{3}{15} \times 100\% = 20\%$$

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Notes:

P: the class percentage

F: total observation

N: Number of students

Based on the pre-test results, the average score was 53,73, and 3 students, or 20%, passed the KKM score. After analyzing the pre test results, the researcher showed, based on the data, that most of the students had difficulties with pronunciation. This is reinforced by interviews with

students and teachers about what difficulties students experience in learning pronunciation. Then students answered that they had difficulty in pronouncing sentences in English, lack of following intonation, and errors in word emphasis as well as lack of confidence. The researcher used games to solve the problem based on the data. The researcher chose homophone games in classroom action research as a strategy to solve students' English pronunciation difficulties.

Table 4.2

The Percentage Score of Students' Score in Pre-test

No	Percentage of Students' Score	Category of Students' Score	The total of Students	The total of Students' Percentage
1.	90 – 100%	Excellent	-	-
2.	80 – 89%	Good	-	-
3.	65 – 79%	Satisfactory	3	20%
4.	55 – 64%	Poor	5	33,33%
5.	0 – 54%	Very Poor	7	46,67%
Total			15	100%

2. First Cycle

a. Planning in Cycle 1

From the results of the pre-test that has been done before, students' achievement in English pronunciation is still in the low category. After knowing the results of students' English pronunciation skills, the researcher discussed with the teacher to prepare lesson plans, media, and materials. The researcher prepared a lesson plan that

focused on the application of homophone games as a learning strategy to help students improve their English pronunciation skills.

b. Acting in Cycle 1

The researcher conducted the teaching and learning process by using homophone game as a strategy to improve students' English pronunciation skills. The researcher acted as a teacher who carried out learning in class XI Online Business and Marketing SMK Asy Syafaah Jember. Researchers carried out activities based on lesson plans to apply homophone games to improve students' English pronunciation skills. The activities in this cycle used three meetings, the first meeting to introduce and explain the material, the second meeting to teach the material, the third meeting to teach the material and post test to get the results.

1) First Meeting of Cycle 1

The first meeting in cycle 1 was held on Thursday, February 20 2025, from 13:30 to 14:50 WIB. In this session, the researcher started by saying greetings, leading a prayer together, and checking the students' attendance. The researcher then introduced the topic of the day, "Regular Verbs and Irregular Verbs," which was chosen according to the second semester syllabus for grade eleven. Before starting the lesson, the researcher asked the students sparking questions such as "Do you remember about regular and irregular verbs?" and "Any words sound the same but

mean different things?”. Next, the researcher gave examples of simple homophones such as “rode” and “road” and their relation to regular and irregular verbs. Then, the researcher asked the students to name similar sounding words in English. The researcher also briefly explained the difference between regular and irregular verbs, and gave examples of words in the simple past tense. And the researcher also gave examples of sentences that used regular and irregular verbs in the past tense. Then, the researcher instructed the learners to identify the verbs in the sentences and try to categorize them.



Figure 4.1
The teacher explains irregular and regular verbs and homophones

Before starting the homophone game, the researcher divided 15 students in class XI into two groups, each group consisting of 5-6 students. After the groups were formed, the researcher asked one student from each group to choose the first player from their members who came forward. Then the researcher explained the

procedures and rules of the homophone game before starting the activity. If all students understood the procedures and rules of the game, then the researcher asked the readiness of each group member to start the game.



Figure 4.2
The teacher explains the homophone game and how to play it

Next, the researcher asks the first student or player to sit on a chair facing the board (about 2 to 3 meters). The researcher writes a blank sentence and a homophone word choice, e.g. Fill in the blank with the correct word: a. rode, b. road, c. knew, d. new. Then, the researcher asks the first player to come up to the board and answer the question and pronounce it. The first player will be replaced by the second player until all members get a chance to come forward and fill in the answers. The researcher observed and gave points to the group that could answer the question correctly. The group that gets the most points is called the winner and the group that loses or gets the lowest points gets punished.



Figure 4.3
Implementation of homophone game shaun dowling

The game finished in 20 minutes with group 2 scoring 70 points, and group 1 scoring 85 points. It can be concluded that the winner of this game is group 1 with 85 points. The lowest scoring group was group 2 with 70 points. The group with the lowest score was given a punishment, which was to explain the difference between regular verbs and irregular verbs in English. As well as making examples for each type of verb. After that, the researcher gave feedback on the results of learning pronunciation in the shaun dowling homophone game, especially in 5 aspects, namely: vowel, consonant, word stress, intonation, sentence stress. Then before the lesson ended, the researcher told the students to prepare themselves for the next game, namely the homophone card game by finding matching homophone pairs at the next meeting.

2) Second Meeting of Cycle 1

The second meeting in cycle 1 was held on Friday, February 21, from 08:30 to 09:50 WIB. The researcher started the session by giving greetings, leading prayers together, and taking attendance. Unlike the previous meeting where students were divided into groups. In this second meeting, students were not divided into groups anymore, but they lined up to come forward and take random cards that had been prepared by the researcher. This type of homophone game is homophone cards game. The procedures and rules of this game are different as in the previous session.

The researcher starts the game by preparing a pair of cards for each homophone pair. Each card should contain one word from the homophone pair. Make sure the cards have an attractive and clear design, with words that are easy to read. Then, the researcher gives each student one homophone card. Make sure all the cards are mixed up so that students don't know which pair they are matching. Students must find a matching pair of cards, saying the word loudly and clearly. Next, after finding their partner, they had to stand side by side and say both words together.



Figure 4.4
The teacher explains about the homophone card matching game

The researcher makes sure they pronounce clearly to reinforce pronunciation and visual memory. When the students pronounced the homophone words, the researcher observed the students' pronunciation with 5 aspects, namely vowel, consonant, word stress, intonation, and sentence stress. In this meeting, the researcher also observed how students pronounce before and after using the homophone game.



Figure 4.5
Implementation of homophone card matching game

The game ended at the 25th minute, and there were still some students who had not improved their pronunciation of English words. Although there are still some students who are not perfect in pronunciation, the results of this homophone card game show that the game is able to motivate students to learn pronunciation, build cooperation and collaboration with friends in matching homophone words, and develop the ability to pronounce words according to the examples on their cards and partner cards. Based on the pre-test data conducted in the previous study, it can be concluded that this homophone game is effective in improving students' English pronunciation skills.

3) Third Meeting of Cycle 1

The third meeting in cycle 1 was held on Monday, February 24, 2025, from 10:30 to 11:50 WIB. The researcher entered the class and started the lesson by saying greetings, praying together, and checking the students' attendance. The researcher asked the students about the homophone words they had learned in the previous meeting. The researcher invited the students to play the homophone mimicking game. The researcher asked the students to imitate the pronunciation of homophone words that the researcher pronounced correctly together.

The procedure for the game is first, the researcher begins by saying the prepared sentence slowly and clearly so that the

students can hear it well. After the teacher says it, students are asked to imitate the pronunciation two to three times. Continuing from the second step, repeat this process several times until the student can almost perfectly imitate the pronunciation. Next, after practicing a few times, increase the speed of the sentence a little at a time to make the students feel more challenged. Then, after a few rounds, evaluate whether there are still misunderstandings in imitating the homophone words. Finally, the researcher gives positive feedback if the students have successfully imitated correctly; but if there are still difficulties, show the example again together.



Figure 4.6
The teacher explains and implements the homophone mimicking game

The researcher also distributed the post-test and asked the students to work individually and come forward to collect the worksheets. In the pronunciation post-test, the researcher asked

learning pronunciation. Then students answered that they had difficulty in pronouncing sentences in English, lack of following intonation, and errors in word emphasis and lack of confidence.

Table 4.3
Students' Observation Table in Cycle I

No	The point be observed	Category			
		1	2	3	4
1.	The students pay attention to the teacher's explanation.			✓	
2.	The students are interested and enthusiastic about studying Homophone games			✓	
3.	Students practice pronouncing the homophone word.			✓	
4.	The student's enthusiasm for the task given.		✓		
5.	The students ask for feedback after doing the activity related to the topic.		✓		
Total				13	

Assessment criteria:

1. = not good (only a few attentions or response)
2. = enough (some of the students gave attention or response)
3. = good (more than half of students gave attention or response)
4. = very good (almost all of the students gave attention and response)

$$P = \frac{f}{n} \times 100\%$$

$$P = \frac{13}{20} \times 100\% = 65\%$$

According to the observations using the observation checklist above, the students are paying attention and listening to the teacher. About half of them did well on the task. Some of them were still not paying attention, and they were still talking to each other when the researcher and teacher explained. The students were interested in practicing pronouncing the words when the researcher read out the homophone words and the students imitated as well as the homophone game as a strategy. The students were also curious about how to pronounce words correctly using the homophone game.

4. Reflecting

At this stage, the researcher as the teacher gave a post-test at the end of the meeting in this cycle. This post-test was conducted by the researcher and the English teacher to reflect on the implementation of the homophone game in the classroom as a strategy. This post-test was in the form of matching (choosing the right homophone word) and filling in the blanks (completing the sentence). In addition, there was also a read aloud component to test pronunciation. The purpose of this post-test is to determine students' English pronunciation skills before and after using homophone games. The results of the post-test can be seen below:

Table 4.4
The students' Post-test scores (cycle 1)

No	Name	Minimum Passing Score	Total Score	Pass/Fail
1.	BDR	70	52	Fail
2.	DDU	70	54	Fail
3.	FKY	70	60	Fail
4.	KMH	70	80	Pass
5.	MBA	70	82	Pass
6.	MIR	70	56	Fail
7.	MRI	70	62	Fail
8.	MSL	70	72	Pass
9.	MSN	70	70	Pass
10.	NLA	70	72	Pass
11.	RDS	70	66	Fail
12.	SBI	70	64	Fail
13.	SRD	70	84	Pass
14.	TMI	70	74	Pass
15.	DAH	70	76	Pass
Total			1.024	8

Based on the data above, researchers calculated the average score with the following formula:

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

$$\bar{X} = \frac{1.024}{15} = 68,27$$

In this post-test, 8 students reached the KKM, and 7 students did not reach the KKM. The researcher applied the formulation below to determine the percentage of the class that exceeded the target value of the minimum completeness criteria (KKM).

$$P = \frac{f}{n} \times 100\%$$

$$P = \frac{8}{15} \times 100\% = 53,33\%$$

Based on the results above, it can be concluded that the average score in cycle 1 was 68,27. Only 8 out of 15 students passed the KKM (Minimum Completeness Criteria) of 70. The percentage of students who passed the KKM was only 53, 33%, still below the success criteria of 70%.

From the results of the first cycle post-test and observation results, it can be concluded that students' English pronunciation skills are still low. The scores obtained by students have not reached the success criteria. The students still have difficulty in pronunciation and need more explanation by using homophone game as an alternative strategy in learning English pronunciation. It can be concluded that this research needed more than one cycle to improve students' english pronunciation skills, so the researcher continued this research to the second cycle.

Table 4.5

The Percentage Score of Students' Score in Post-test I

No	Percentage of Students' Score	Category of Students' Score	The total of Students	The total of Students' Percentage
1.	90 – 100%	Excellent	-	-
2.	80 – 89%	Good	3	20%
3.	65 – 79%	Satisfactory	6	40%
4.	55 – 64%	Poor	4	26,67%
5.	0 – 54%	Very Poor	2	13,33%
Total			15	100%

3. Second Cycle

a. Planning in Cycle 2

In cycle I, students experienced difficulties in pronouncing English sentences, lack of following intonation, and errors in word emphasis as well as lack of confidence. In addition, students were also less active in class when playing the homophone game. This affected students' scores, so the first cycle could not reach the maximum target score. The researcher and teacher discussed to reorganize and implement strategies to improve students' English pronunciation skills. The researcher checked the new lesson plan and materials based on the reflection stage in the first cycle. To get maximum results in the second cycle, researchers and teachers created a better situation in the learning process to motivate students to learn English pronunciation by using homophone games. In this second cycle the researcher provided more homophone vocabulary to students, the researcher also re-demonstrated the correct way to pronounce English words and sentences, and how to use the homophone game strategy to make it easier to improve English pronunciation.

b. Acting in Cycle 2

The second cycle was conducted on March 6 and 7, 2025. The activities in this cycle used two meetings, one meeting to teach the

material and one meeting to teach the material and post-test to get the results.

1) First Meeting of Cycle 2

The first meeting in cycle 2 was held on Thursday, March 6, 2025, from 13:30 to 14:50 WIB. In this session, the researcher started by saying greetings, leading prayers together, and checking students' attendance. Next, the researcher asked the students triggering questions such as "Can you think of homophones that include a regular verb?" And "what are examples of irregular verbs in homophones?". Before the learning process, the researcher gave ice breaking to the students to make the learning activities more fun and focused. The researcher asked the students about the homophone word material that had been learned in the previous meeting. The researcher provided material about new homophone words to students and invited students to play homophone games by combining two types of homophone games, namely homophone shaun dawning with homophone cards game into one more exciting and interactive game step.



Figure 4.7

Teacher gives ice breaking to students before learning

In the first step of the game, the researcher explained the concept of homophones and gave a brief example, then distributed one random homophone card to each student. Students went around the classroom to find their homophone partner. After finding their partner, both students went straight to the “challenge zone” at the front of the class. In the challenge zone, the teacher displays a hollow sentence on the board with a selection of homophone words. The pairs of students together choose and write down the correct answer, then read it with clear pronunciation in front of the class. If the pairs answer and pronounce correctly, they earn points for their group. After all pairs have finished, the group with the most points becomes the winner.



Figure 4.8

Implementation of homophone shaun dowling game and homophone matching cards game

The game ended at the 25th minute, and there were still some students who had not improved their English pronunciation. Although there are still some students who are not perfect in pronunciation, the results of this Homophone game show that this game is able to motivate students to learn pronunciation, build cooperation and collaboration with friends, and develop the ability to pronounce words as exemplified by the researcher. Based on the pre-test data conducted in the previous study, it can be concluded that this homophone game is effective in improving students' English pronunciation skills.

2) Second Meeting of Cycle 2

The second meeting in cycle 2 was held on Friday, March 7, 2025, from 08:30 to 09:50 WIB. The researcher entered the classroom and began the lesson by greeting, praying together, and

taking attendance. The researcher asked the students about the homophone words they had learned in the previous meeting. The researcher invited the students to play the homophone mimicking game again, as in the third meeting of the first cycle. The researcher asked the students to imitate the correct pronunciation of the homophone words that the researcher pronounced together.

The procedure of the game is as follows: First, the researcher begins by slowly and clearly pronouncing a prepared sentence so that it can be heard well by the students. After the teacher says it, the students are asked to imitate the pronunciation two to three times. Continuing from the second step, repeat this process several times until the students can almost perfectly imitate the pronunciation. Next, after practicing several times, gradually increase the speed of the sentence pronunciation so that the students feel more challenged. Then, after several rounds, evaluate whether there are still any misunderstandings in imitating the homophone words. Finally, the researcher provides positive feedback if the students have successfully imitated correctly; but if some still have difficulties, show the example again together.



Figure 4.9
Implementation of homophone mimicking game

The researcher also distributed the post-test and asked the students to work individually and come forward to submit their worksheets. In the pronunciation post-test, the researcher asked the students to follow along in pronouncing the verbs along with example sentences of regular and irregular verbs on the worksheet clearly and with appropriate intonation. Then, the students filled in the blanks available on the worksheet and read aloud clearly and loudly each completed sentence. The researcher used this type of homophone game again without changing the procedure because it was observed that the students were more active and enthusiastic while participating in the game. As a result, the post-test showed that out of 15 students, only 3 scored below the minimum passing criteria (KKM), while 12 students scored above the KKM.



Figure 4.10
The teacher gives a post test 2 to the students

c. Observing

In cycle 2, the researcher still acted as a teacher and observed the students during the teaching-learning process. The researcher observed students' participation in the classroom and students' enthusiasm during the pronunciation learning process by using homophone game.

Table 4.6
Students' Observation Table in Cycle 2

No	The point be observed	Category			
		1	2	3	4
1.	The students pay attention to the teacher's explanation.				✓
2.	The students are interested and enthusiastic about studying Homophone games				✓
3.	Students practice pronouncing the homophone word.				✓
4.	The student's enthusiasm for the task given.			✓	
5.	The students ask for feedback after doing the activity related to the topic.			✓	
Total		18			

Assessment criteria:

1. = not good (only a few attentions or responses)
2. = enough (some of the students gave attention or responded)
3. = good (more than half of students gave attention or responded)
4. = very good (almost all students gave attention and responded)

$$P = \frac{f}{n} \times 100\%$$

$$P = \frac{18}{20} \times 100\% = 90\%$$

Based on the observation results used in the observation checklist above, it is explained that students pay attention to the teacher during the learning process. This can be seen from the observation results which show that students' enthusiasm in the learning process is better than before. The students were interested when the researcher applied the homophone game as a strategy to teach pronunciation because the learning process is more fun and makes students happy or not bored.

d. Reflecting

At this stage, the researcher as the teacher gave a post test at the end of the meeting in this cycle. This post test was conducted by the researcher and the English teacher, reflecting on the implementation of the homophone game in the classroom as a strategy. This post test was in the form of a test that combined

matching (choosing the right homophone word) and filling in the blanks (completing the sentence). In addition, there was also a read aloud component to test pronunciation. The purpose of this post test was to determine the students' pronunciation skills before and after using homophone games. The results of the post test can be seen below:

Table 4.7
The students' Post test scores (cycle 2)

No	Name	Minimum Passing Score	Total Score	Pass/Fail
1.	BDR	70	66	Fail
2.	DDU	70	64	Fail
3.	FKY	70	70	Pass
4.	KMH	70	88	Pass
5.	MBA	70	94	Pass
6.	MIR	70	68	Fail
7.	MRI	70	72	Pass
8.	MSL	70	80	Pass
9.	MSN	70	86	Pass
10.	NLA	70	80	Pass
11.	RDS	70	74	Pass
12.	SBI	70	74	Pass
13.	SRD	70	88	Pass
14.	TMI	70	84	Pass
15.	DAH	70	86	Pass
Total			1.174	12

Based on the data above, researchers calculated the average score with the following formula:

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

$$X = \frac{1.174}{15} = 78,27$$

In this post test, 12 students reached the KKM, and 3 students did not reach the KKM. The researcher applied the formulation below to determine the percent of the class that exceeded the target value of the minimum completeness criteria (KKM).

$$P = \frac{f}{n} \times 100\%$$

$$P = \frac{12}{15} \times 100\% = 80\%$$

Based on the above results, it can be concluded that the average score in cycle 2 was 78,27. There were 12 out of 15 students who passed the KKM 70. The percentage of students who passed the KKM became 80%, better than the percentage in cycle 1 and better than the success criteria of 70%.

Table 4.8
The Percentage Score of Students' Score in Post-test 2

No	Percentage of Students' Score	Category of Students' Score	The total of Students	The total of Students' Percentage
1.	90 – 100%	Excellent	1	6,67%
2.	80 – 89%	Good	7	46,67%
3.	65 – 79%	Satisfactory	6	40%
4.	55 – 64%	Poor	1	6,67%
5.	0 – 54%	Very Poor	-	-
Total			15	100%

The researcher concluded that the use of homophone games is effective in improving students' English pronunciation and comprehension skills, as evidenced by the increase in post test

results in the second cycle and more active student participation compared to the first cycle. This success was not only influenced by the game strategy itself, but also by supporting factors such as the frequent presence of researchers at school which created a fun learning atmosphere, the provision of ice breaking, as well as the high intensity of meetings, so that students' interest and motivation increased and had a positive impact on their score achievement.

Table 4.9

Students' scores from pre-test to post-test one and post-test 2

No	Name	Pre-test	Post-test 1	Post-test 2
1.	BDR	40	52	66
2.	DDU	42	54	64
3.	FKY	44	60	70
4.	KMH	70	80	88
5.	MBA	72	82	94
6.	MIR	40	56	68
7.	MRI	46	62	72
8.	MSL	60	72	80
9.	MSN	56	70	86
10.	NLA	54	72	80
11.	RDS	48	66	74
12.	SBI	44	64	74
13.	SRD	72	84	88
14.	TMI	58	74	84
15.	DAH	60	76	86
Total		806	1.024	1.174
Mean		53,73	68,27	78,27
Percentage		20%	53, 33%	80%

There is an increase in student scores on tests using homophone game strategy. This can also be seen after comparing the results of

the pre test, post test 1, and post test 2. Researchers analyzed the increase in student understanding and obtained scores from pre test to post test 2 using the formula:

$$P = \frac{y_1 - y}{y} \times 100\%$$

Notes:

P = Percentage of students improvement

y₁ = Post-test 2 result

y = pre-test result

Improvement of students' pronunciation skill scores:

$$P = \frac{y_1 - y}{y} \times 100\%$$

$$P = \frac{78,27 - 53,73}{53,73} \times 100\%$$

$$P = 45,68\%$$

There is an increase in student scores on tests using the homophone game strategy. This can also be seen after comparing the results of the pre test, post test 1, and post test 2. Researchers analyzed the increase in student scores. Based on the analysis above, students' scores from pre test to post test 2 in the second cycle using homophone games increased by 45,68%. It is clear that students' English pronunciation improved optimally at the end of the second

cycle. In other words, the application of homophone games as a strategy has increased students' interest in learning English pronunciation.

Based on the results of the post-test, the researcher read the success criteria stated in the previous chapter, because the success criteria state that the implementation is said to be successful if 70% of the students who take part in the class get a score of (KKM 70) as a minimum score. The researcher found that there were 12 students or 80% of students who obtained scores exceeding (KKM 70). The researcher continued to cycle 2 by using the same homophone game test, and slightly changed the game procedure to be more interesting so that there were an additional 4 students who scored more than KKM 70.

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The increase in results from post test 1 to post test 2 can be concluded to be due to several factors, including the frequency of the researcher's presence at school which provides a new and pleasant atmosphere for students, so they become more enthusiastic in participating in learning with homophone games. In addition, the provision of ice breaking also helped build students' interest when given the game, as well as the high intensity of meetings with teachers who often provide pronunciation learning through games, so that students' interest and motivation increased, which in turn had a positive effect on their score achievement. Thus, the improvement of

students' pronunciation ability is not only influenced by the homophone game strategy itself, but also by other supporting factors such as motivation that grows due to frequent meetings and interactions in learning. Reflection can be viewed as a method of data collection through question and answer sessions conducted by researchers and informants in face-to-face communication. According to Farrel, reflection for action is defined as the process by which teachers plan their actions for the future with a view to changing or improving current procedures.⁵⁹

B. Discussion

This section discusses research findings related to previous research on the use of homophone games to improve students' English pronunciation skills. This research is focused on the application of homophone games to improve English pronunciation skills of students in class XI Online Business and Marketing of SMK Asy Syafaah Jember, in the 2024/2025 academic year.

Learning by using the homophone game strategy involves both teachers and students. It is an effort to help students achieve English learning goals with good communication, especially in terms of pronunciation. The purpose of the homophone game is for foreign English learners to pronounce English words correctly and to distinguish words when English learners encounter

⁵⁹ Thomas S. C. Farrell: Reflective Practice for Language Teachers. The TESOL Encyclopedia of English Language Teaching, First Edition. Edited by John I. Lontas (Project Editor: Margo DelliCarpini). Published by John Wiley & Sons, Inc.

some English words that sound the same but have different spellings and meanings.

The researcher applied the homophone game at each meeting in two cycles. Before conducting the research, the researcher conducted a pre-test; this test was conducted to see and know the students' English pronunciation skills, especially in intonation and emphasis of words and sentences. From the pre-test results, it can be seen that only three students (20%) passed the test, and 12 students still failed. The Pre-test results show that students are still struggling to understand how to pronounce English, and their level, especially in English pronunciation skills is still shallow.

In order to improve the students' English pronunciation skills, the researcher conducted cycle 1 by using homophone game strategy. In addition, the researcher also used Homophone Game as a strategy to make the learning process more fun. In cycle 1, there were 8 students (53.33%) percentage of students who passed the KKM, and there were 7 students who still scored below the KKM. Based on the students' scores in cycle 1, it can be concluded that the post-test 1 results in cycle 1 were better than the pre-test scores, but the researcher felt the need to do cycle 2, which aims to get better results. In Cycle 2, there were 12 students (80%) who scored above the KKM, and there were three students who still scored below the KKM.

From the increase in scores above, it can be said that using homophone games as a treatment to help students improve their English pronunciation skills is very helpful. In line with Turnbull's theory which states Homophones

also improve students' pronunciation because homophones are one of the contents of pronunciation to improve pronunciation helps develop clear and understandable pronunciation with appropriate intonation and stress. Clarity is the most important thing in pronunciation and is understood by listeners in certain situations.⁶⁰ This shows that students' English pronunciation skills improved after using homophone games, although there are still some students who have not reached the minimum KKM score.

These results are supported by previous research from Tri Ramadani Harahap; that homophone games can improve the pronunciation of students in class XI Mipa 1 SMAN 5 Padangsidempuan. Based on the tests in cycles 1 and 2, there were 25 students who took the tests. In cycle 1 students got an average score of 67 and the percentage was 20% then in cycle 2 students got an average score of 78.8 and the percentage was 96%. Therefore, the hypothesis is accepted because student learning activities increase in class X Mipa SMAN 5 Padangsidempuan. He found a percentage of (20%) in the first cycle and (96%) of students who passed the test, meaning that many students were still in the poor classification before receiving treatment.⁶¹

The increase in results from post test 1 to post test 2 can be concluded to be influenced by several factors, including the frequency of the researcher's presence at school which creates a new and fun learning atmosphere so that students are more eager to participate in learning with homophone games. In

⁶⁰ Turnbull, David. How to Improve your Pronunciation at METEN (1).2009.
<https://www.aminlimpo.com/2016/12/homophone-games-in-pronunciation-and.html?m=1>.

⁶¹ Harahap, Tri Ramadani. *"Improving the students' pronunciation through homophone games at Grade XI SMA N 5 Padangsidempuan"*. Diss. UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, 2023

addition, the provision of ice breaking helped build students' interest, plus the high intensity of meetings with teachers who often provide pronunciation learning through games, so that students' interest and motivation increased and had a positive impact on their score achievement.

Qualitative data from the observation sheet also showed that the learning process went well, where students felt happy, enjoyed, and motivated during the learning using the homophone game. Students find it easier to understand the material and pronounce homophone words correctly due to the fun classroom atmosphere. In addition, there was an increase in teacher and student activities during the teaching and learning process. Overall, the results showed a significant improvement in students' English pronunciation skills, so it can be concluded that the use of homophone games is very helpful in improving students' English pronunciation skills.



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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After applying homophone games as a strategy, the researcher indicated that the application of homophone games in English teaching can help improve students' pronunciation skills. Based on the hypothesis proposed, the researcher got the answer that homophone games can improve the pronunciation of students in class XI Online Business and Marketing SMK Asy Syafaah Jember. This can be seen from the results from the pre-test to the first cycle to the second cycle which shows that the achievement of students' English pronunciation has increased. In the pre-test, only three students (20%) with an average score of 53.73 managed to get a score above the KKM, and 12 students still failed. In post 1, there were 8 students who managed to get a score above the KKM, namely (53.33%) with an average score of 68.27, and 7 people still failed the test. In the second post-test, a total of 12 students participated (80%) with an average score of 78.27 who successfully passed by getting a score above the KKM, and only 3 students still failed the test in the second post test.

The increase in results from post test 1 to post test 2 was due to several factors, such as the frequency of the researcher's presence which created a fun learning atmosphere, the provision of ice breaking, as well as the high intensity of meetings with the teacher through homophone games, so that students' interest and motivation increased and had a positive impact on their

score achievement. In cycle 1, students' progress was still low due to confusion and lack of enthusiasm for homophones, but in cycle 2 there was a significant improvement that met the minimum limit. Students began to focus and understand how to pronounce homophones correctly, as evidenced by the observation data that showed they enjoyed the learning process. Thus, the application of the homophone games strategy proved effective in improving students' English pronunciation skills as well as motivating them to be more eager to learn.

B. Suggestion

After conducting the research, the researcher provides several suggestions for this study as good input for future researchers who want to take related actions. These suggestions are:

1. For teachers: Teachers can increase the attractiveness of the learning process by utilizing homophone games, so that students can more easily understand English materials. In addition, teachers can also evaluate students' understanding at each meeting.
2. The students: The researcher hopes that students can find effective strategies to improve their ability in English pronunciation.
3. Other researchers: Other researchers can use the results of this study as a reference for other researchers with different skills or habits.

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APPENDIX 1

RESEARCH MATRIX

Name : Anggun Fitrotuz Zahro

NIM : 214101060020

Title	Variable	Indicators	Source of Data	Research Method	Research Problem
Improving Students' English Pronunciation Skills By Using Homophone Game At Class XI Online Business and Marketing SMK Asy Syafaah Jember	1. Pronunciation Skills 2. Homophone Game	1. Vowel 2. Consonant 3. Word Stress 4. Intonation 5. Sentence Stress Write and differentiate words based on the Homophone Games.	Respondent : 1. The students of Class XI Online Business and Marketing SMK Asy Syafaah Jember 2. English Teacher	Research Design CAR with cycles : 1. Planning 2. Implementing 3. Observing 4. Reflecting $P = \frac{F}{N} \times 100\%$ P : the percentage of the student English pronunciation skills F : The total number of the students who pass the standard score N : The total number of the students	How can the implementation of homophone games improve students' English pronunciation skills in class XI Online Business and Marketing SMK Asy Syafaah Jember?

APPENDIX 2



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Mataram No. 01 Mangli, Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor: B-10470/ln.20/3.a/PP.009/02/2025

Sifat : Biasa

Perihal: **Permohonan Ijin Penelitian**

Yth. Kepala SMKS Asy Syafaah Jember

Jalan Jend. Basuki Rahmat V/31, Kebonsari, Kecamatan Sumbersari, Kabupaten Jember,
Jawa Timur. Kode posnya 68123.

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu
Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : 214101060020
Nama : ANGGUN FITROTUZ ZAHRO
Semester : Semester delapan
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai: Improving Students' English
Pronunciation Skills by Using Homophone Game at Class XI Online Business and
Marketing SMK Asy Syafaah Jember; selama 30 (tiga puluh) hari di lingkungan
lembaga wewenang Bapak/Ibu Rusdi, S.Pd., M.Pd

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KIAI HAJI ACHMAD SIDDIQ
JEMBER

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 14 Februari 2025

an. Dekan,

Wakil Dekan Bidang Akademik,



KHOTIBUL UMAM

APPENDIX 3

JOURNAL OF THE RESEARCH

Researcher : Anggun Fitrotuz Zahro
 NIM : 214101060020
 Title : Improving Students' English Pronunciation Skills By Using Homophone Game At Class Xi Online Business And Marketing Smk Asy Syafaah Jember

No	Activity	Time	Research Subject	Signature
1	Sending permission letter for doing research and conduct the research.	Friday, February 14, 2025	Headmaster and Waka Curriculum of SMKS Asy Syafaah Jember	R. A.
2	Asked the permission to the English teacher and observe the student activity in the classroom and giving the pre-test to the students.	Monday, February 17, 2025	English Teacher of class IX SMKS Asy Syafaah Jember	R. A.
4	Giving the first treatment by applying the strategy.	Thursday, February 20, 2025	English Teacher and the students of class IX SMKS Asy Syafaah Jember	R. A.
5	Giving the second treatment by applying the strategy.	Friday, February 21, 2025	English Teacher and the students of class IX SMKS Asy Syafaah Jember	R. A.
6	Giving the third treatment and the post-test 1.	Monday, February 24, 2025	English Teacher and the students of class IX SMKS Asy Syafaah Jember	R. A.
7	Giving the third treatment.	Thursday, March 06, 2025	English Teacher and the students of class IX SMKS Asy Syafaah Jember	R. A.
8	Giving the fourth treatment and the post-test II	Friday, March 07, 2025	English Teacher and the students of class IX SMKS Asy Syafaah Jember	R. A.

Headmaster of SMKS Asy Syafaah Jember



Rusdi, S.Pd., M.Pd

APPENDIX 4



**YAYASAN PENDIDIKAN ASY – SYAFA'AH
SMK ASY – SYAFA'AH JEMBER**

Bidang Keahlian : Bisnis dan Manajemen
Jalan Basuki Rahmad Gg. V/31 Kebonsari - Jember
e-mail : smk_asyasyafaah@yahoo.com

NSS : 342052430334

NPSN : 69758389

SURAT KETERANGAN PENELITIAN

Nomor : 505/SMK/ASY/IV/2025

Yang bertandatangan dibawah ini Kepala SMK Asy-Syafa'ah Jember :

Nama : Rusdi, M.Pd
Nip : -
Jabatan : Kepala Sekolah

Dengan ini menerangkan bahwa :

Nama : Anggun Fitrotuz Zahro
Nim : 214101060020
Status : Mahasiswa UIN KHAS Jember

Judul Penelitian : Improving Students' English Pronunciation Skills by Using Homophone

Game at Class XI Online Business and Marketing SMK Asy-Syafa'ah Jember.

UNIVERSITAS ISLAM NEGERI

Yang bersangkutan benar-benar telah melaksanakan penelitian di SMK Asy-Syafa'ah Jember pada Program Pelajaran Bahasa Inggris terhitung mulai tanggal 17 Feruari – 24 April 2025 dengan judul berikut :

“ Improving Students' English Pronunciation Skills by Using Homophone Game at Class XI Online Business and Marketing SMK Asy-Syafa'ah Jember”.

Demikian surat keterangan ini dibuat, untuk dapat digunakan sebagaimana mestinya.

Jember, 24 April 2025

Kepala Sekolah



Rusdi, M.Pd

APPENDIX 5

LEMBAR VALIDASI AHLI TEST

Judul Penelitian : Improving Students' English Pronunciation Skills By Using Homophone Game At Class Xi Online Business And Marketing Smk Asy Syafaah Jember

Peneliti : Anggun fitrotuz Zahro

Validator : Dr. Ninuk Indriyani, S.Pd., M.Pd.

Petunjuk Penilaian:

1. Mohon bapak/ibu kesediannya untuk memberikan penilaian terhadap test yang telah disusun oleh peneliti.
2. Mohon bapak/ibu untuk memberikan tanda checklist (✓) pada kolom pilihan jawaban dengan memberikan penilaian yang dianggap sesuai skor penilaian angka 1,2,3 dan 4 dengan kriteria bahwa semakin besar bilangan yang dipilih maka semakin baik/sesuai dengan aspek yang diebutkan.
3. Mohon bapak/ibu memberikan saran.

Instrument Angket Validasi

No	Instrument	Skala Penelitian			
		1	2	3	4
A. Kualitas Konten (Isi Test)					
1	Instrument test relevan dengan materi dan topik yang diajarkan				✓
2	Soal dan tugas mampu mengukur keterampilan pronunciation siswa secara spesifik				✓
3	Teks yang digunakan dalam test sesuai dengan tingkat pemahaman siswa				✓
4	lembar test memberikan instruksi yang jelas dan mudah dipahami siswa				✓
5	Pembagian bagian dalam lembar test (contoh soal, tugas siswa, bagian jawaban) jelas dan terstruktur				✓
B. Kepraktisan dan Kejelasan Test					
6	Test dapat diselesaikan dalam waktu yang sesuai dengan jadwal pembelajaran				✓
7	Bentuk test menarik sehingga memotivasi siswa untuk berpartisipasi				✓
8	Bahasa yang digunakan dalam lembar test sesuai dengan tingkat pemahaman siswa				✓
9	Soal disusun dalam bentuk tes lisan dan tulis untuk mengetahui kemampuan “pronunciation” siswa				✓
10	Kalimat instruksi dalam lembar test menggunakan tata bahasa yang benar				✓

Komentar dan Saran Perbaikan

Very Good

.....

.....

.....

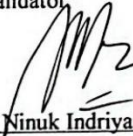
Secara umum tes ini:

1. Valid, dapat digunakan tanpa revisi
2. Valid, dapat digunakan dengan revisi
3. Kurang valid, butuh revisi
4. Tidak valid, butuh revisi

(Mohon untuk melingkari nomor yang sesuai dengan kesimpulan Bapak/Ibu)

Jember, 18 Februari 2025

Validator,



Dr. Ninuk Indriyani, S.Pd., M.Pd.



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LEMBAR VALIDASI AHLI TEST

Judul Penelitian : Improving Students' English Pronunciation Skills By Using Homophone Game At Class Xi Online Business And Marketing Smk Asy Syafaah Jember

Peneliti : Anggun fitrotuz Zahro

Validator : Resti Dwi Anggraeni, S.Pd.

Petunjuk Penilaian:

1. Mohon bapak/ibu kesediannya untuk memberikan penilaian terhadap test yang telah disusun oleh peneliti.
2. Mohon bapak/ibu untuk memberikan tanda checklist (✓) pada kolom pilihan jawaban dengan memberikan penilaian yang dianggap sesuai skor penilaian angka 1,2,3 dan 4 dengan kriteria bahwa semakin besar bilangan yang dipilih maka semakin baik/sesuai dengan aspek yang disebutkan.
3. Mohon bapak/ibu memberikan saran.

Instrument Angket Validasi

No	Instrument	Skala Penelitian			
		1	2	3	4
A. Kualitas Konten (Isi Test)					
1	Instrument test relevan dengan materi dan topik yang diajarkan				✓
2	Soal dan tugas mampu mengukur keterampilan pronunciation siswa secara spesifik				✓
3	Teks yang digunakan dalam test sesuai dengan tingkat pemahaman siswa				✓
4	lembar test memberikan instruksi yang jelas dan mudah dipahami siswa				✓
5	Pembagian bagian dalam lembar test (contoh soal, tugas siswa, bagian jawaban) jelas dan terstruktur				✓
B. Kepraktisan dan Kejelasan Test					
6	Test dapat diselesaikan dalam waktu yang sesuai dengan jadwal pembelajaran				✓
7	Bentuk test menarik sehingga memotivasi siswa untuk berpartisipasi				✓
8	Bahasa yang digunakan dalam lembar test sesuai dengan tingkat pemahaman siswa				✓
9	Soal disusun dalam bentuk tes lisan dan tulis untuk mengetahui kemampuan “pronunciation” siswa				✓
10	Kalimat instruksi dalam lembar test menggunakan tata bahasa yang benar				✓

Komentar dan Saran Perbaikan

Mahasiswa tsb dalam mengembangkan Rencana pembelajaran sangat baik dan sesuai dengan karakter siswa.

Secara umum tes ini:

- ① Valid, dapat digunakan tanpa revisi
2. Valid, dapat digunakan dengan revisi
3. Kurang valid, butuh revisi
4. Tidak valid, butuh revisi

(Mohon untuk melingkari nomor yang sesuai dengan kesimpulan Bapak/Ibu)

Jember, 17. Februari 2025

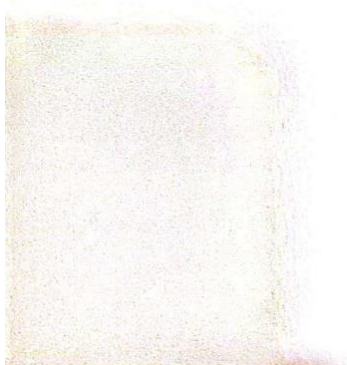
Validator,



Resti Dwi Anggraeni, S.Pd.



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APPENDIX 6

MODUL AJAR

A. Identitas

Sekolah	SMK ASY-SYAFA'AH
Kelas/Fase Capaian	XI/Fase F
Tahun Pelajaran	2024/2025
Elemen/Topik	Menyimak – Berbicara Membaca – Memirsa Menulis – Mempresentasikan / <i>Regular and Irregular verbs</i>
Alokasi Waktu	80 menit (2 Jam Pelajaran)
Pertemuan Ke-	1-3
Profil Pelajar Pancasila	<i>Creative, Self-reliant, dan Global Diversity</i>
Sarana Prasarana	Laptop, Gambar, dan Papan Tulis
Model Pembelajaran	Problem-Based Learning
Mode Pembelajaran	Tatap Muka

B. Komponen Inti

Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik dapat:

1. Peserta didik dapat memahami perbedaan antara regular dan irregular verbs dalam bentuk simple past.
2. Peserta didik dapat mengenali dan menggunakan homofon yang berkaitan dengan regular dan irregular verbs.
3. Peserta didik dapat melafalkan kata-kata regular dan irregular verbs dengan benar.
4. Peserta didik mampu meningkatkan keterampilan kerja sama dalam kelompok melalui permainan edukatif yaitu homophone game.

Materi Pembelajaran

1. Sumber: Buku SPLASH bahasa Inggris kelas IX, kamus online, dan sumber daring lainnya.
2. Media: Papan tulis, spidol, kartu kata homofon (berisi regular verbs dan irregular verbs yang homophones), laptop, dan lembar kerja (post test)

Langkah Pembelajaran

a. Pertemuan 1 (2 JP)

Persiapan Pembelajaran

1. Guru menyiapkan materi regular dan irregular verbs.
2. Guru menyiapkan post test yang akan diberikan kepada peserta didik.

Kegiatan awal (10')

- Guru membuka kegiatan pembelajaran dengan mengucapkan salam dan mengajak peserta didik untuk berdoa bersama
- Guru memeriksa kehadiran peserta didik dan memotivasi peserta didik untuk semangat dalam mengikuti pelajaran.
- Guru memberikan pertanyaan Pemantik :
 1. *Do you remember about regular and irregular verbs?*
 2. *Any words sound the same but mean different things?*
- Guru menjelaskan tujuan pembelajaran dan relevansi homofon dalam memahami regular dan irregular verbs.
- Guru memberikan contoh homofon sederhana seperti "rode" dan "road" serta kaitannya dengan kata kerja.
- Guru meminta siswa untuk menyebutkan kata-kata yang terdengar mirip dalam bahasa Inggris
- Guru menyampaikan tujuan pembelajaran yang akan di capai dan pemahaman bermakna yang bisa diperoleh peserta didik.

Kegiatan Inti (60')

- Guru menjelaskan perbedaan regular dan irregular verbs, serta memberikan contoh kata dan kalimat dalam bentuk simple past.
- Guru meminta siswa mengidentifikasi kata kerja dalam kalimat dan mengelompokkannya sesuai jenisnya.
- Guru memberi kesempatan kepada siswa untuk bertanya dan berdiskusi jika ada materi yang belum dipahami.
- Guru memperkenalkan konsep homofon, yaitu dua kata yang terdengar sama tetapi memiliki arti berbeda.
- Guru membagi siswa menjadi kelompok kecil (3-4 orang) dan menunjuk pemimpin kelompok untuk memilih pemain pertama.
- Guru mengajak siswa bermain homofon dengan menulis kalimat kosong dan pilihan kata homofon di papan tulis.
- Pemain pertama dari tiap kelompok maju, menjawab pertanyaan di papan tulis, dan mengucapkan jawabannya; giliran dilanjutkan ke anggota berikutnya hingga semua mendapat kesempatan.
- Guru memberikan poin untuk jawaban yang benar dan menentukan kelompok pemenang berdasarkan poin tertinggi.
- Guru memberikan umpan balik atas jawaban siswa serta penguatan materi dengan contoh tambahan dan penjelasan lebih mendalam.

Kegiatan Penutup (10')

- Guru memberikan refleksi terkait kesulitan yang dihadapi siswa dalam permainan dan menyimpulkan materi yang telah dipelajari.
- Guru memberikan umpan balik terkait pemahaman dan pengucapan siswa.
- Guru memberikan worksheet sebagai tugas individu untuk mengukur pemahaman peserta didik: menjelaskan perbedaan antara regular verbs dan irregular verbs dalam bahasa Inggris. Serta membuat contoh untuk masing-masing jenis kata kerja.
- Guru menutup pelajaran dengan apresiasi kepada siswa dan mengakhiri pembelajaran dengan berdoa bersama.



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b. Pertemuan 2 (2 JP)

Persiapan Pembelajaran

1. Guru menyiapkan bahan materi regular dan irregular verbs.
2. Guru menyiapkan post test yang akan diberikan kepada peserta didik.

Kegiatan awal (10')

- Guru membuka kegiatan pembelajaran dengan mengucapkan salam dan mengajak peserta didik untuk berdoa bersama
- Guru memeriksa kehadiran peserta didik dan memotivasi peserta didik untuk semangat dalam mengikuti pelajaran.
- Guru memberikan pertanyaan Pemantik :
 1. *Can you think of homophones that include a regular verb?*
 2. *what are examples of irregular verbs in homophones?*
- Guru menjelaskan tujuan pembelajaran dan relevansi homofon dalam memahami regular dan irregular verbs.
- Guru memberikan contoh homofon sederhana seperti "knew" dan "new" serta kaitannya dengan kata kerja, lalu meminta siswa untuk menyebutkan kata-kata yang terdengar mirip dalam bahasa Inggris
- Guru menyampaikan tujuan pembelajaran yang akan di capai dan pemahaman bermakna yang bisa diperoleh peserta didik.

Kegiatan Inti (60')

- Guru menanyakan kembali materi regular dan irregular verbs serta homofon yang telah diajarkan sebelumnya, dan meminta siswa menyebutkan kata kerja beserta homofonnya.
- Guru menyiapkan sepasang kartu homofon dengan desain menarik dan kata yang mudah dibaca, satu kata per kartu.
- Guru menjelaskan tujuan permainan, yaitu mencocokkan pasangan homofon sambil mengucapkan kata dengan benar.
- Guru membagikan kartu secara acak kepada siswa agar mereka tidak mengetahui pasangan kartu masing-masing.
- Guru meminta siswa mencari pasangan kartu yang cocok, mengucapkan kata dengan jelas, lalu berdiri dan mengucapkan kedua kata bersama-sama setelah menemukan pasangan.
- Guru memastikan pengucapan siswa jelas untuk memperkuat kemampuan pengucapan dan ingatan visual.
- Setelah semua kelompok selesai, guru memeriksa hasil pencocokan kartu bersama siswa, mendiskusikan kecocokan pasangan homofon, dan memberikan umpan balik atas kesalahan yang ditemukan.

Kegiatan Penutup (10')

- Guru memberikan refleksi terkait kesulitan yang dihadapi siswa dalam permainan dan menyimpulkan materi yang telah dipelajari.
- Guru memberikan umpan balik terkait pemahaman dan pengucapan siswa.
- Guru memberikan worksheet sebagai tugas individu untuk mengukur pemahaman peserta didik: mencari 5 pasang homofon lainnya dan contoh penggunaannya dalam kalimat.
- Guru menutup pelajaran dengan apresiasi kepada siswa dan mengakhiri pembelajaran dengan berdoa bersama.

c. Pertemuan 3 (2 JP)

Persiapan Pembelajaran

1. Guru menyiapkan materi regular dan irregular verbs.
2. Guru menyiapkan post test yang akan diberikan kepada peserta didik.

Kegiatan awal (10')

- Guru membuka kegiatan pembelajaran dengan mengucapkan salam dan mengajak peserta didik untuk berdoa bersama
- Guru memeriksa kehadiran peserta didik dan memotivasi peserta didik untuk semangat dalam mengikuti pelajaran.
- Guru memberikan pertanyaan Pemantik :
 1. *Do you remember about regular and irregular verbs?*
 2. *Any words sound the same but mean different things?*
- Guru menjelaskan tujuan pembelajaran dan relevansi homofon dalam memahami regular dan irregular verbs, lalu meminta siswa untuk menyebutkan kata-kata yang terdengar mirip dalam bahasa Inggris

Kegiatan Inti (60')

- Guru mengajak peserta didik untuk belajar sambil bermain dengan permainan homofon.
- Guru menjelaskan kepada siswa bahwa homofon adalah dua kata yang terdengar sama, tetapi memiliki arti yang berbeda.
- Guru mengelompokkan siswa sesuai dengan kelompok permainan sebelumnya.
- Guru memulai dengan mengucapkan kalimat yang telah disiapkan secara perlahan dan jelas agar siswa dapat mendengarkan dengan baik.

- Guru meminta siswa untuk menirukan pengucapan tersebut sebanyak dua sampai tiga kali. Guru mengulangi proses ini beberapa kali hingga siswa hampir menirukan pengucapan dengan sempurna.
- Guru meningkatkan kecepatan pengucapan kalimat sedikit demi sedikit setelah berlatih beberapa kali agar lebih menantang bagi siswa.
- Guru mengevaluasi apakah masih ada kesalahpahaman dalam menirukan kata-kata yang homofon setelah beberapa kali putaran.
- Guru memberikan post test I kepada seluruh siswa
- Guru memberikan umpan balik positif jika siswa berhasil menirukan dengan benar; tetapi jika mereka masih mengalami kesulitan, tunjukkan contohnya lagi bersama-sama.

Kegiatan Penutup (10')

- Guru memberikan refleksi terkait kesulitan yang dihadapi siswa dalam permainan dan menyimpulkan materi yang telah dipelajari.
- Guru memberikan umpan balik terkait pemahaman dan pengucapan siswa.
- Guru menutup pelajaran dengan apresiasi kepada siswa dan mengakhiri pembelajaran dengan berdoa bersama.

Materi Ajar

A. Simple Past Tense

Simple past tense digunakan untuk menyatakan suatu kejadian atau tindakan yang terjadi di masa lampau dan sudah selesai.

B. Regular Verbs (Kata Kerja Beraturan)

Regular verbs adalah kata kerja yang bentuk lampaunya (V2) dan bentuk past participle-nya (V3) dibentuk dengan menambahkan akhiran -ed atau -d pada kata kerja dasar (V1).

Contoh:

- V1: walk, V2: walked, V3: walked
- V1: study, V2: studied, V3: studied (perhatikan perubahan y menjadi i jika sebelumnya ada huruf konsonan)

C. Irregular Verbs (Kata Kerja Tidak Beraturan)

Irregular verbs adalah kata kerja yang bentuk lampau (V2) dan past participle-nya (V3) tidak mengikuti pola penambahan -ed atau -d. Bentuknya bisa berubah total, sebagian, atau bahkan tetap sama dengan kata kerja dasarnya.

Contoh:

- V1: go, V2: went, V3: gone (berubah total)
- V1: sing, V2: sang, V3: sung (berubah sebagian)

- V1: cut, V2: cut, V3: cut (tetap sama)

D. Konsep Homofon dalam Bahasa Inggris

Homofon adalah kata-kata yang memiliki pengucapan yang sama tetapi memiliki arti dan ejaan yang berbeda. Permainan "Homophone Game" adalah cara yang menyenangkan untuk menguji dan meningkatkan pemahaman serta pengucapan homofon.

Contoh:

- see (melihat) dan sea (laut)
- hear (mendengar) dan here (di sini)
- know (tahu) dan no (tidak)

Rencana Asesmen

Peserta didik mengerjakan tugas terstruktur, yaitu

1. Penilaian Formatif:

Observasi partisipasi siswa dalam permainan dan evaluasi kemampuan siswa dalam mengucapkan kata dengan benar.

2. Penilaian Sumatif:

Tes tertulis tentang regular dan irregular verbs dan siswa diminta membuat kalimat menggunakan homofon dengan tepat

Remedial

- Peserta didik yang belum mencapai ketuntasan diberikan bimbingan tambahan dan tugas-tugas yang lebih sederhana. Guru memberikan penjelasan ulang materi yang belum dipahami.

Pengayaan

- Peserta didik dapat mencari contoh-contoh lain dari regular dan irregular verbs serta homophones dari berbagai sumber.

Refleksi Peserta Didik dan Guru

1. Apakah siswa memahami konsep homofon dan penggunaannya?
2. Apakah siswa mengalami kesulitan dalam mengucapkan kata-kata tersebut?
3. Bagaimana keterlibatan siswa dalam permainan?
4. Apa yang bisa ditingkatkan dalam sesi pembelajaran berikutnya?

Students' Observation Table

No	The point be observed	Category			
		1	2	3	4
1.	The students pay attention to the teacher's explanation.				
2.	The students are interested and enthusiastic about studying Homophone games				
3.	Students practice pronouncing the homophone word.				
4.	The student's enthusiasm for the task given.				
5.	The students ask for feedback after doing the activity related to the topic.				
	Total				

The formula to measure the presentage of observation result in during teaching learning process:

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

Notes:

P: the class percentage

F: total observation

N: Number of students

C. Lampiran

1. Worksheet pertemuan I

- Jelaskan perbedaan antara regular verbs dan irregular verbs dalam bahasa Inggris. Sertakan contoh untuk masing-masing jenis kata kerja.

2. List of Regular and Irregular Verbs with Homophones

Regular Verbs with Homophones		Irregular Verbs with Homophones	
passed	past	ate	eight
allowed	aloud	rode	road
missed	mist	heard	herd
towed	toad	flew	flu
waved	waived	seen	scene

3. Post-Test I

Repetition and Sentence Reading (Pengulangan Kata dan Membaca Kalimat dengan Lantang)

Instruksi: Ikuti guru dalam melafalkan kata kerja beserta contoh kalimat regular dan irregular verbs berikut ini dengan jelas dan dengan intonasi yang sesuai!

Regular verbs		Contoh Penggunaan
passed	past	"She passed the past exam papers to students"
allowed	aloud	"The teacher allowed students to read aloud "
missed	mist	"We missed the trail in the morning mist "
towed	toad	"The truck towed the car that hit a toad "
waved	waived	"The officer waved as fees were waived "
Irregular verbs		Contoh Penggunaan
ate	eight	"She ate three eight slice pizzas last night"
rode	road	"They rode bicycles down the winding road "
heard	herd	"We heard a herd of elephants approaching"
flew	flu	"Birds flew south during flu season"
seen	scene	"Have you seen the crime scene investigation?"

Choose the correct homophone word in the brackets to complete the sentence. Instruksi : Setelah mengisi jawaban, bacakan dengan jelas dan lantang setiap kalimat lengkap yang sudah kamu isi.

- I can _____ (**sea/see**) the beautiful _____
(**see/sea**) from my window.
- Please _____ (**right/write**) your name on the paper. Is
this the _____ (**write/right**) answer
- I need to _____ (**no/know**) if you have
_____ (**know/no**) money for the trip.
- They _____ (**new/knew**) all the _____
(**knew/new**) songs on the radio.
- Did you _____ (**here/hear**) about the news? Come over
_____ (**hear/here**) and I'll tell you

Key Answer: Homophone Usage

- see, sea
- write, right
- know, no

4. knew, new
5. hear, here

Instrumen Penilaian:

PRONUNCIATION ASSESSMENT RUBRIC		
Indicator	Score	Aspect
Vowel	5	Pronounces vowel correctly all the time
	4	Pronounces vowels correctly most of time
	3	Make in consistent vowel errors
	2	Pronounces some vowels incorrectly consistently
	1	Vowel errors are frequent
Consonant	5	Pronounces consonants correctly all the time
	4	Pronounces consonants correctly most of time
	3	Make in consistent consonant errors
	2	Pronounces some consonant incorrectly consistently
	1	Consonant errors are frequent
Word stress	5	Places stress on the right syllable of multisyllabic words all the time
	4	Places stress on the right syllable of multisyllabic words, but miss places it on a few words
	3	Places stress on the right syllable of multisyllabic words, but miss place it on certain words
	2	Places stress on the right syllable of multisyllabic words, but miss place it on large number of words
	1	Frequently miss places stress on multisyllabic words
Intonation	5	Produces correct intonation tune in the whole sentences of the text without any hesitation
	4	Produces incorrect intonation tune in a few sentences of the text
	3	Produces much incorrect intonation tune in

Sentence stress		the sentences of the text
	2	Almost all of the sentences in the text are said with incorrect intonation tune
	1	All sentences in the text are spoken with the wrong tone of intonation
	5	Place stress on focus words and other key words all the time
	4	Place stress on focus words and other key words most of time
	3	Place stress on focus words and other key words sometimes
	2	Frequent misplace stress on focus words and other key words
	1	Sentence stress is rarely identified

Keterangan:

Maximal score : 25

$$\text{Score} = \frac{\text{Total Of Students' Point}}{25} \times 100$$

Contoh:

Bagus score: Vowel : 4

Consonant : 5

Word stress : 3

Intonation : 4

Senence stress : 5

Total score : 21

Bagus's Pronunciation : $\frac{21}{25} \times 100 = 84$



Mengetahui,
Kepala Sekolah,

Rusdi, S.Pd., M.Pd

Jember, 20 Februari 2025
Guru Mapel

Resti Dwi Anggraeni, S.Pd

Mahasiswa

Anggun Fitrotuz Zahro

MODUL AJAR

A. Identitas

Sekolah	SMK ASY-SYAFA'AH
Kelas/Fase Capaian	XI/Fase F
Tahun Pelajaran	2024/2025
Elemen/Topik	Menyimak – Berbicara Membaca – Memirsas Menulis – Mempresentasikan / <i>Regular and Irregular verbs</i>
Alokasi Waktu	80 menit (2 Jam Pelajaran)
Pertemuan Ke-	4-5
Profil Pelajar Pancasila	<i>Creative, Self-reliant, dan Global Diversity</i>
Sarana Prasarana	Laptop, Gambar, dan Papan Tulis
Model Pembelajaran	Problem-Based Learning
Mode Pembelajaran	Tatap Muka

B. Komponen Inti

Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik dapat:

1. Peserta didik dapat memahami perbedaan antara regular dan irregular verbs dalam bentuk simple past.
2. Peserta didik dapat mengenali dan menggunakan homofon yang berkaitan dengan regular dan irregular verbs.
3. Peserta didik dapat melafalkan kata-kata regular dan irregular verbs dengan benar.
4. Peserta didik mampu meningkatkan keterampilan kerja sama dalam kelompok melalui permainan edukatif yaitu homophone game.

Materi Pembelajaran

1. Sumber: Buku SPLASH bahasa Inggris kelas IX, kamus online, dan sumber daring lainnya.
2. Media: Papan tulis, spidol, kartu kata homofon (berisi regular verbs dan irregular verbs yang homophones), laptop, dan lembar kerja (post test)

Langkah Pembelajaran

a. Pertemuan 4 (2 JP)

Persiapan Pembelajaran

1. Guru menyiapkan materi regular dan irregular verbs serta homofon.

2. Guru menyiapkan kartu homofon dan alat bantu permainan.
3. Guru menyiapkan post test untuk evaluasi.

Kegiatan Awal (10 Menit)

- Guru membuka pembelajaran dengan mengucapkan salam, mengajak berdoa bersama, dan memeriksa kehadiran siswa.
- Guru memberikan motivasi agar siswa semangat mengikuti pelajaran.
- Guru memberikan pertanyaan pemantik:
- "Can you think of homophones that include a regular verb?"
- "What are examples of irregular verbs in homophones?"
- Guru melakukan ice breaking singkat agar suasana belajar lebih menyenangkan dan siswa lebih fokus
- Guru menanyakan kembali materi homofon yang telah dipelajari pada pertemuan sebelumnya.

Kegiatan Inti (60 Menit)

- Guru memperkenalkan materi baru tentang kata homofon yang berkaitan dengan regular dan irregular verbs.
- Guru menjelaskan konsep homofon dan memberikan contoh singkat.
- Guru membagikan satu kartu homofon secara acak kepada setiap siswa.
- Guru meminta siswa diminta berkeliling kelas untuk mencari pasangan kartu homofon yang sesuai.
- Setelah menemukan pasangan, guru mengajak siswa menuju ke "challenge zone" di depan kelas. Di challenge zone, guru menampilkan kalimat kosong di papan tulis beserta pilihan kata homofon.
- Guru meminta pasangan siswa memilih dan menuliskan jawaban yang tepat, kemudian membacakan kalimat tersebut dengan pengucapan yang jelas di depan kelas. Jika pasangan menjawab dan mengucapkan dengan benar, mereka mendapatkan poin untuk kelompoknya.
- Setelah semua pasangan selesai, kelompok dengan poin terbanyak menjadi pemenang.
- Guru memberikan umpan balik terkait pengucapan siswa, baik dari aspek vokal, konsonan, word stress, intonasi, maupun sentence stress.

Kegiatan Penutup (10')

- Guru merefleksikan proses pembelajaran, mendiskusikan kesulitan yang dihadapi siswa dalam pengucapan homofon.
- Guru memberikan umpan balik dan motivasi untuk terus berlatih pengucapan yang benar.
- Guru memberikan worksheet individu sebagai tugas lanjutan: mencari dan menuliskan 5 pasang homofon beserta contoh kalimatnya.
- Guru menutup pelajaran dengan apresiasi kepada siswa dan doa bersama.

b. Pertemuan 5 (2 JP)

Persiapan Pembelajaran

1. Guru menyiapkan materi regular dan irregular verbs.
2. Guru menyiapkan post test yang akan diberikan kepada peserta didik.

Kegiatan awal (10')

- Guru membuka kegiatan pembelajaran dengan mengucapkan salam dan mengajak peserta didik untuk berdoa bersama
- Guru memeriksa kehadiran peserta didik dan memotivasi peserta didik untuk semangat dalam mengikuti pelajaran.
- Guru menjelaskan tujuan pembelajaran dan relevansi homofon dalam memahami regular dan irregular verbs.
- Guru meminta siswa untuk menyebutkan kata-kata yang terdengar mirip dalam bahasa Inggris

Kegiatan Inti (60')

- Guru menjelaskan kepada siswa terkait materi di pertemuan sebelumnya tentang regular dan irregular verbs beserta homofonnya.
- Guru mengelompokkan siswa sesuai dengan kelompok permainan sebelumnya.
- Guru memulai dengan mengucapkan kalimat yang telah disiapkan secara perlahan dan jelas agar siswa dapat mendengarkan dengan baik.
- Guru meminta siswa untuk menirukan pengucapan tersebut sebanyak dua sampai tiga kali. Guru mengulangi proses ini beberapa kali hingga siswa hampir menirukan pengucapan dengan sempurna.
- Guru meningkatkan kecepatan pengucapan kalimat sedikit demi sedikit setelah berlatih beberapa kali agar lebih menantang bagi siswa.
- Guru mengevaluasi apakah masih ada kesalahpahaman dalam menirukan kata-kata yang homofon setelah beberapa kali putaran.
- Guru memberikan post test II kepada seluruh siswa

- Guru memberikan umpan balik positif jika siswa berhasil menirukan dengan benar; tetapi jika mereka masih mengalami kesulitan, tunjukkan contohnya lagi bersama-sama.

Kegiatan Penutup (10')

- Guru memberikan refleksi terkait kesulitan yang dihadapi siswa dalam permainan dan menyimpulkan materi yang telah dipelajari.
- Guru memberikan umpan balik terkait pemahaman dan pengucapan siswa.
- Guru menutup pelajaran dengan apresiasi kepada siswa dan mengakhiri pembelajaran dengan berdoa bersama

Materi Ajar

1. SEE (melihat) dan SEA (laut)
 - SEE: I see a bird in the tree. (Saya melihat seekor burung di pohon.)
 - SEA: We went to the sea last summer. (Kami pergi ke laut musim panas lalu.)
2. HEAR (mendengar) dan HERE (di sini)
 - HEAR: I can hear the music clearly. (Saya bisa mendengar musiknya dengan jelas.)
 - HERE: Please come here! (Tolong datang ke sini!)
3. KNOW (mengetahui) dan NO (tidak)
 - KNOW: I know the answer to the question. (Saya tahu jawaban untuk pertanyaan itu.)
 - NO: No, I don't want to go. (Tidak, saya tidak ingin pergi.)
4. WRITE (menulis) dan RIGHT (benar/kanan)
 - WRITE: I will write a letter to my friend. (Saya akan menulis surat kepada teman saya.)
 - RIGHT: Is this the right way to the station? (Apakah ini jalan yang benar ke stasiun?)
5. BE (menjadi) dan BEE (lebah)
 - BE: I want to be a doctor. (Saya ingin menjadi seorang dokter.)
 - BEE: A bee flew into the room. (Seekor lebah terbang ke dalam ruangan.)

Rencana Assessment

Peserta didik mengerjakan tugas terstruktur, yaitu

1. Penilaian Formatif:

Observasi partisipasi siswa dalam permainan dan evaluasi kemampuan siswa dalam mengucapkan kata dengan benar.

2. Penilaian Sumatif:

Tes tertulis tentang regular dan irregular verbs dan siswa diminta membuat kalimat menggunakan homofon dengan tepat

Remedial

- Peserta didik yang belum mencapai ketuntasan diberikan bimbingan tambahan dan tugas-tugas yang lebih sederhana. Guru memberikan penjelasan ulang materi yang belum dipahami.

Pengayaan

- Peserta didik dapat mencari contoh-contoh lain dari regular dan irregular verbs serta homophones dari berbagai sumber.

Refleksi Peserta Didik dan Guru

1. Apakah siswa memahami konsep homofon dan penggunaannya?
2. Apakah siswa mengalami kesulitan dalam mengucapkan kata-kata tersebut?
3. Bagaimana keterlibatan siswa dalam permainan?
4. Apa yang bisa ditingkatkan dalam sesi pembelajaran berikutnya?

Students' Observation Table

No	The point be observed	Category			
		1	2	3	4
1.	The students pay attention to the teacher's explanation.				
2.	The students are interested and enthusiastic about studying Homophone games				
3.	Students practice pronouncing the homophone word.				
4.	The student's enthusiasm for the task given.				
5.	The students ask for feedback after doing the activity related to the topic.				
	Total				

The formula to measure the presentage of observation result in during teaching learning process:

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

Notes:

P: the class percentage

F: total observation

N: Number of students

C. Lampiran

1. Worksheet pertemuan II

- Berikan 5 contoh regular verbs dan 5 contoh irregular verbs. Tuliskan dalam bentuk present tense, past tense, dan past participle.

2. List of Regular and Irregular Verbs with Homophones

Regular Verbs with Homophones		Irregular Verbs with Homophones	
bored	board	blew	blue
prayed	preyed	wrote	rote
reigned	rained	heard	herd
rapped	wrapped	bore	boar
peaked	peeked	grown	groan

3. Post-Test II

Repetition and Sentence Reading (Pengulangan Kata dan Membaca Kalimat dengan Lantang)

Instruksi: Ikuti guru dalam melafalkan kata kerja beserta contoh kalimat regular dan irregular verbs berikut ini dengan jelas dan dengan intonasi yang sesuai!

Regular verbs		Contoh Penggunaan
bored	board	"Students bored in class stared at the board blankly"
prayed	preyed	"They prayed while lions preyed on gazelles"
reigned	rained	"Queens reigned during days that rained constantly"
rapped	wrapped	"The singer rapped while gifts were wrapped "
peaked	peeked	"Sales peaked when customers peeked at new products"
Irregular verbs		Contoh Penggunaan

blew	blue	"He blew out the blue candles on the cake"
wrote	rote	"Shakespeare wrote sonnets using rote memorization"
heard	herd	"We heard a herd of elephants approaching"
bore	boar	"He bore the weight while hunting wild boar "
grown	groan	"The grown man let out a groan of disappointment"

Choose the correct homophone word in the brackets to complete the sentence! Instruksi : Setelah mengisi jawaban, bacakan dengan jelas dan lantang setiap kalimat lengkap yang sudah kamu isi.

- The wind _____ (**blue/blew**) so hard, the sky turned a stormy _____ (**blew/blue**).
- I _____ (**break/braked**) and almost _____ (**braked/break**) the wheel last night.
- Have you _____ (**seen/scene**) the _____ (**scene/seen**) where the main character cries?.
- The hunter _____ (**hared/haired**) for the prey even though his _____ (**hared/haired**) was falling out.
- When you _____ (**weight/waited**) for so long you will be _____ (**weight/waited**) by many people.

Key Answer: Homophone Usage

- blew / blue
- braked / break
- scene/seen
- haired / hared
- waited/weight

Instrumen Penilaian:

PRONOUNCIATION ASSESSMENT RUBRIC		
Indicator	Score	Aspect
Vowel	5	Pronounces vowel correctly all the time
	4	Pronounces vowels correctly most of time
	3	Make in consistent vowel errors
	2	Pronounces some vowels incorrectly consistently
	1	Vowel errors are frequent
Consonant	5	Pronounces consonants correctly all the time

	4	Pronounces consonants correctly most of time
	3	Make in consistent consonant errors
	2	Pronounces some consonant incorrectly consistently
	1	Consonant errors are frequent
Word stress	5	Places stress on the right syllable of multisyllabic words all the time
	4	Places stress on the right syllable of multisyllabic words, but miss places it on a few words
	3	Places stress on the right syllable of multisyllabic words, but miss place it on certain words
	2	Places stress on the right syllable of multisyllabic words, but miss place it on large number of words
	1	Frequently miss places stress on multisyllabic words
Intonation	5	Produces correct intonation tune in the whole sentences of the text without any hesitation
	4	Produces incorrect intonation tune in a few sentences of the text
	3	Produces much incorrect intonation tune in the sentences of the text
	2	Almost all of the sentences in the text are said with incorrect intonation tune
	1	All sentences in the text are spoken with the wrong tone of intonation
Sentence stress	5	Place stress on focus words and other key words all the time
	4	Place stress on focus words and other key words most of time
	3	Place stress on focus words and other key words sometimes
	2	Frequent misplace stress on focus words and other key words
	1	Sentence stress is rarely identified

Keterangan:

Maximal score : 25

$$\text{Score} = \frac{\text{Total Of Students' Point}}{25} \times 100$$

Contoh:

Bagus score:	Vowel	: 4
	Consonant	: 5
	Word stress	: 3
	Intonation	: 4
	Senence stress	: 5
Total score		: 21
Bagus's Pronunciation		: $\frac{21}{25} \times 100 = 84$

Mengetahui,
Kepala Sekolah,

Rusdi S.Pd., M.Pd

Jember, 06 Maret 2025
Guru Mapel

Resti Dwi Anggraeni, S.Pd

Mahasiswa

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Anggun Fitrotuz Zahro

APPENDIX 7

17/02/15.

Hasil perhitungan Pre-test siswa kelas XI SMK Asy-Syaparah.

1. Bunga Dhan Rizki	2. Dewi Ogelan
Bunga score: vowel : 1	Dewi score: vowel : 2
Consonant : 1	Consonant : 2
Word stress : 2	Word stress : 2
Intonation : 3	Intonation : 1
Sentence stress : 3 +	Sentence stress : 3 +
Total score : 10	Total score : 10
Bunga's pronunciation : $\frac{10}{25} \times 100$	Dewi's pronunciation : $\frac{10}{25} \times 100$
= 40	= 40
3. Fik Krikle Yadi	4. Kholidatul Maqhfirah
Yadi score: vowel : 1	Ida score: vowel : 3
Consonant : 1	Consonant : 3
Word stress : 3	Word stress : 4
Intonation : 2	Intonation : 3
Sentence stress : 3 +	Sentence stress : 4 +
Total score : 10	Total score : 17
Yadi's pronunciation : $\frac{10}{25} \times 100$	Ida's pronunciation : $\frac{17}{25} \times 100$
= 40	= 68
5. Moh. Bagus Abdullah	6. Muhammad Indandur Rohman
Bagus score: vowel : 3	Rohman score: vowel : 2
Consonant : 3	Consonant : 1
Word stress : 4	Word stress : 1
Intonation : 4	Intonation : 3
Sentence stress : 4 +	Sentence stress : 2 +
Total score : 18	Total score : 9
Bagus's pronunciation : $\frac{18}{25} \times 100$	Rohman pronunciation : $\frac{9}{25} \times 100$
= 72	= 36
7. Muhammad Radja Imam M	8. Muhammad Samsul
Radja score: vowel : 2	Samsul score: vowel : 3
Consonant : 2	Consonant : 3
Word stress : 3	Word stress : 2
Intonation : 2	Intonation : 3
Sentence stress : 2 +	Sentence stress : 2 +
Total score : 11	Total score : 13
Radja pronunciation : $\frac{11}{25} \times 100 = 44$	Samsul pronunciation : $\frac{13}{25} \times 100$
	= 52

9. Muhammad Sofyan	10. Nabila Latulul Arisah
Sofyan score: vowel : 2	Nabila score: vowel : 2
consonant : 2	consonant : 3
word stress : 3	word stress : 3
intonation : 3	intonation : 3
sentence stress : 3	sentence stress : 2
Total score : 13	Total score : 13
Sofyan pronunciation = $\frac{13}{25} \times 100$	Nabila's pronunciation = $\frac{13}{25} \times 100$
= 52	= 52
11. Rasya Desthan Shohibul Wafa	12. Saiful Bahri
Rasya score: vowel : 3	Saiful score: vowel : 2
consonant : 2	consonant : 2
word stress : 2	word stress : 2
intonation : 2	intonation : 3
sentence stress : 2	sentence stress : 1
Total score : 11	Total score : 10
Rasya pronunciation = $\frac{11}{25} \times 100$	Saiful pronunciation = $\frac{10}{25} \times 100$
= 44	= 40
13. Sintra Ramadhani	14. Tri Maulana Irsan
Sintra score: vowel : 3	Irsan score: vowel : 2
consonant : 3	consonant : 2
word stress : 3	word stress : 4
intonation : 4	intonation : 3
sentence stress : 4	sentence stress : 3
Total score : 17	Total score : 14
Sintra pronunciation = $\frac{17}{25} \times 100$	Irsan pronunciation = $\frac{14}{25} \times 100$
= 68	= 56
15. Danu Akmal Hardiyanto	
Danu score: vowel : 3	
consonant : 3	
word stress : 2	
intonation : 3	
sentence stress : 3	
Total score : 14	
Danu pronunciation = $\frac{14}{25} \times 100$	
= 56	

20/02
15.

Hasil Perhitungan Post test I siswa kelas XI SMA Ary-Syapah

1. Bunga Pran Rizki	2. Dewi Ogelau
Bunga score: vowel : 2	Dewi score: vowel : 2
consonant : 2	consonant : 3
word stress : 2	word stress : 3
intonation : 3	intonation : 2
sentence stress : 3	sentence stress : 3
Total score : 12	Total score : 13
Bunga pronunciation = $\frac{12}{25} \times 100$	Dewi's pronunciation = $\frac{13}{25} \times 100$
= 48	= 52
3. Fik Erik Yadi	4. Kholidatul Magfiroh
Yadi score: vowel : 2	Ifa score: vowel : 4
consonant : 2	consonant : 4
word stress : 3	word stress : 4
intonation : 3	intonation : 3
sentence stress : 4	sentence stress : 4
Total score : 14	Total score : 19
Yadi pronunciation = $\frac{14}{25} \times 100$	Ifa pronunciation = $\frac{19}{25} \times 100$
= 56	= 76
5. Moh Bagus Abdillah	6. Muhammad Indadur Rohman
Bagus score: vowel : 4	Rohman score: vowel : 3
consonant : 3	consonant : 2
word stress : 4	word stress : 2
intonation : 5	intonation : 4
sentence stress : 4	sentence stress : 2
Total score : 20	Total score : 13
Bagus pronunciation = $\frac{20}{25} \times 100$	Rohman pronunciation = $\frac{13}{25} \times 100$
= 80	= 52
7. Muhammad Radja Imam m	8. Muhammad Samsul
Radja score: vowel : 3	Samsul score: vowel : 4
consonant : 3	consonant : 4
word stress : 4	word stress : 3
intonation : 3	intonation : 4
sentence stress : 2	sentence stress : 2
Total score : 15	Total score : 17
Radja pronunciation = $\frac{15}{25} \times 100$	Samsul pronunciation = $\frac{17}{25} \times 100$
= 60	= 68

<p>9. Muhammad Sofyan</p> <p>Sofyan score: Vowel : 3 Consonant : 3 Word stress : 3 Intonation : 4 Sentence stress : 4</p> <p>Total score : 17</p> <p>Sofyan pronunciation = $\frac{17}{25} \times 100$ = 68</p>	<p>10. Nabila Lailatul Arisah</p> <p>Nabila score: Vowel : 3 Consonant : 3 Word stress : 4 Intonation : 4 Sentence stress : 3</p> <p>Total score : 17</p> <p>Nabila pronunciation = $\frac{17}{25} \times 100$ = 68</p>
<p>11. Rasya Desthan Shohibul Wapa</p> <p>Rasya score: Vowel : 4 Consonant : 3 Word stress : 3 Intonation : 3 Sentence stress : 3</p> <p>Total score : 16</p> <p>Rasya pronunciation = $\frac{16}{25} \times 100$ = 64</p>	<p>12. Saiful Bahri</p> <p>Saiful score: Vowel : 3 Consonant : 3 Word stress : 4 Intonation : 4 Sentence stress : 2</p> <p>Total score : 16</p> <p>Saiful pronunciation = $\frac{16}{25} \times 100$ = 64</p>
<p>13. Sintia Ramadhani</p> <p>Sintia score: Vowel : 3 Consonant : 4 Word stress : 4 Intonation : 5 Sentence stress : 5</p> <p>Total score : 21</p> <p>Sintia pronunciation = $\frac{21}{25} \times 100$ = 84</p>	<p>14. Tri Maulana Ikhsan</p> <p>Ikhsan score: Vowel : 3 Consonant : 3 Word stress : 4 Intonation : 4 Sentence stress : 4</p> <p>Total score : 18</p> <p>Ikhsan pronunciation = $\frac{18}{25} \times 100$ = 72</p>
<p>15. Danu Akmal Hardiyanto.</p> <p>Danu score: Vowel : 3 Consonant : 4 Word stress : 3 Intonation : 4 Sentence stress : 5</p> <p>Total score : 19</p> <p>Danu pronunciation = $\frac{19}{25} \times 100$ = 76</p>	

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Hasil Perhitungan Post-test II siswa SMK Asy-Syakiah

1. Bunga Dian Rizki	2. Dewi Dzelan
Bunga score: vowel : 3	Dewi score: vowel : 2
Consonant : 2	Consonant : 3
Word stress : 3	Word stress : 3
Intonation : 4	Intonation : 3
Sentence stress : 4	Sentence stress : 4
Total score : 16	Total score : 15
Bunga pronunciation = $\frac{16}{25} \times 100$	Dewi pronunciation = $\frac{15}{25} \times 100$
= 64	= 60
3. Fik Erik Yadi	4. Kholikatul Maghfirah
Yadi score: vowel : 3	Ika score: vowel : 5
Consonant : 2	Consonant : 4
Word stress : 4	Word stress : 3
Intonation : 4	Intonation : 4
Sentence stress : 4	Sentence stress : 4
Total score : 17	Total score : 22
Yadi pronunciation = $\frac{17}{25} \times 100$	Ika pronunciation = $\frac{22}{25} \times 100$
= 68	= 88
5. Moh. Bagus Abdullah	6. Muhammad Inadur Rahman
Bagus score: vowel : 4	Rahman score: vowel : 3
Consonant : 4	Consonant : 3
Word stress : 5	Word stress : 3
Intonation : 5	Intonation : 5
Sentence stress : 5	Sentence stress : 3
Total score : 23	Total score : 17
Bagus pronunciation = $\frac{23}{25} \times 100$	Rahman pronunciation = $\frac{17}{25} \times 100$
= 92	= 68
7. Muhammad Radja Imam M	8. Muhammad Samsul
Radja score: vowel : 4	Samsul score: vowel : 4
Consonant : 3	Consonant : 4
Word stress : 4	Word stress : 4
Intonation : 4	Intonation : 4
Sentence stress : 3	Sentence stress : 3
Total score : 18	Total score : 19
Radja pronunciation = $\frac{18}{25} \times 100$	Samsul pronunciation = $\frac{19}{25} \times 100$
= 72	= 76

9. Muhammad Sofyan	10. Nabila Lailatul Azzah
Sofyan score: vowel : 4	Nabila score: vowel : 3
Consonant : 3	Consonant : 3
Word stress : 4	Word stress : 4
Intonation : 5	Intonation : 5
Sentence stress : 5	Sentence stress : 4
Total score : 21	Total score : 19
Sofyan pronunciation = $\frac{21}{25} \times 100$	Nabila pronunciation = $\frac{19}{25} \times 100$
= 84	= 76
11. Rasya Destran Shohibul Wafa	12. Saiful Bahri
Rasya score: vowel : 4	Saiful score: vowel : 3
Consonant : 4	Consonant : 3
Word stress : 4	Word stress : 5
Intonation : 3	Intonation : 4
Sentence stress : 3	Sentence stress : 3
Total score : 18	Total score : 18
Rasya pronunciation = $\frac{18}{25} \times 100$	Saiful pronunciation = $\frac{18}{25} \times 100$
= 72	= 72
13. Sintra Ramadhan	14. Tri Maulana Iksan
Sintra score: vowel : 3	Iksan score: vowel : 3
Consonant : 4	Consonant : 4
Word stress : 4	Word stress : 5
Intonation : 5	Intonation : 5
Sentence stress : 5	Sentence stress : 4
Total score : 21	Total score : 21
Sintra pronunciation = $\frac{21}{25} \times 100$	Iksan pronunciation = $\frac{21}{25} \times 100$
= 84	= 84
15. Danu Akmal Hardiyanto	
Danu score: vowel : 3	
Consonant : 4	
Word stress : 4	
Intonation : 5	
Sentence stress : 5	
Total score : 21	
Danu pronunciation = $\frac{21}{25} \times 100$	
= 84	

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Hasil Perhitungan Pre-test

1) Bunga Dian Rizki	2) Dewi Djelau
Bunga score: vowel : 1	Dewi score: Vowel : 2
Consonant : 1	Consonant : 2
Word stress : 3	Word stress : 3
Intonation : 3	Intonation : 1
Sentence stress : 2	Sentence stress : 3
Total score : 10	Total score : 11
Bunga's Pronunciation = $\frac{10}{25} \times 100$	Dewi pronunciation = $\frac{11}{25} \times 100$
= 40	= 44
3) Fik Krik Yadi	4) Kholidokul Maghfiroh
Yadi score: Vowel : 2	Ika score: vowel : 3
Consonant : 2	Consonant : 3
Word stress : 3	Word stress : 4
Intonation : 3	Intonation : 4
Sentence stress : 2	Sentence stress : 4
Total score : 12	Total score : 18
Yadi's pronunciation = $\frac{12}{25} \times 100$	Ika's pronunciation = $\frac{18}{25} \times 100$
= 48	= 72
5) Moh. Bagus Abdullah	6) Muhammad Indadur Rahman
Bagus score: vowel : 3	Rahman score: vowel : 1
Consonant : 4	Consonant : 1
Word stress : 4	Word stress : 3
Intonation : 3	Intonation : 3
Sentence stress : 4	Sentence stress : 3
Total score : 18	Total score : 11
Bagus Pronunciation = $\frac{18}{25} \times 100$	Rahman Pronunciation = $\frac{11}{25} \times 100$
= 72	= 44
7) Muhammad Radja Imam M	8) Muhammad Samsul
Radja score: Vowel : 2	Samsul score: Vowel : 2
Consonant : 2	Consonant : 2
Word stress : 3	Word stress : 3
Intonation : 2	Intonation : 4
Sentence stress : 3	Sentence stress : 4
Total score : 12	Total score : 15
Radja pronunciation = $\frac{12}{25} \times 100$	Samsul pronunciation = $\frac{15}{25} \times 100$
= 48	= 60

<p>9) Muhammad Sopyan</p> <p>Sopyan score: vowel : 2</p> <p>consonant : 3</p> <p>Word stress : 3</p> <p>Intonation : 4</p> <p>Sentence stress : 3</p> <p>Total score : 15</p> <p>Sopyan pronunciation = $\frac{15}{25} \times 100$</p> <p>= 60</p>	<p>10) Nabila Lailatul Arifah</p> <p>Nabila score: vowel : 2</p> <p>consonant : 3</p> <p>Word stress : 3</p> <p>Intonation : 3</p> <p>Sentence stress : 3</p> <p>Total score : 14</p> <p>Nabila pronunciation = $\frac{14}{25} \times 100$</p> <p>= 56</p>
<p>11) Rasya Destran Shohibul Wafa</p> <p>Rasya score: vowel : 2</p> <p>consonant : 3</p> <p>word stress : 3</p> <p>intonation : 2</p> <p>sentence stress : 3</p> <p>Total score : 13</p> <p>Rasya pronunciation = $\frac{13}{20} \times 100$</p> <p>= 65</p>	<p>12) Saiful Bohri</p> <p>Saiful score: vowel : 3</p> <p>consonant : 3</p> <p>word stress : 3</p> <p>intonation : 2</p> <p>sentence stress : 1</p> <p>Total score : 12</p> <p>Saiful pronunciation = $\frac{12}{25} \times 100$</p> <p>= 48</p>
<p>13) Sintia Darnadhami</p> <p>Sintia score: vowel : 3</p> <p>consonant : 4</p> <p>word stress : 4</p> <p>intonation : 4</p> <p>Sentence stress : 4</p> <p>Total score : 19</p> <p>Sintia pronunciation = $\frac{19}{25} \times 100$</p> <p>= 76</p>	<p>14) Tri Maulana Ilhan</p> <p>Ilhan score: vowel : 3</p> <p>consonant : 3</p> <p>word stress : 4</p> <p>intonation : 3</p> <p>Sentence stress : 2</p> <p>Total score : 15</p> <p>Ilhan pronunciation = $\frac{15}{25} \times 100$</p> <p>= 60</p>
<p>15) Danu Akmal Hardiyanto</p> <p>Danu score: vowel : 3</p> <p>consonant : 2</p> <p>word stress : 3</p> <p>intonation : 4</p> <p>Sentence stress : 4</p> <p>Total score : 16</p> <p>Danu pronunciation = $\frac{16}{25} \times 100$</p> <p>= 64</p>	

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Hasil Perhitungan Post-test I

1.) Bunga dan Rizki	2.) Dewi Djelani
Bunga score: vowel : 2	Dewi score: vowel : 2
consonant : 2	consonant : 2
word stress : 4	word stress : 4
intonation : 3	intonation : 2
Sentence stress : 3 +	Sentence stress : 4 +
Total score : 14	Total score : 14
Bunga's pronunciation = $\frac{14}{25} \times 100$	Dewi's pronunciation = $\frac{14}{25} \times 100$
= (56)	= (56)
3.) Fik Krik yadi	4. Kholifatul Maghfiroh
Yadi score: vowel : 3	Ifo score: vowel : 3
consonant : 3	consonant : 4
word stress : 3	word stress : 4
intonation : 4	intonation : 5
Sentence stress : 3 +	Sentence stress : 5 +
Total score : 16	Total score : 21
Yadi's pronunciation = $\frac{16}{25} \times 100$	Ifo's pronunciation = $\frac{21}{25} \times 100$
= (64)	= (84)
5.) Moh. Bagus Abdillah	6. Muhammad Indadur Rehman
Bagus score: Vowel : 4	Rehman score: Vowel : 2
consonant : 4	consonant : 2
word stress : 5	word stress : 4
intonation : 4	intonation : 4
Sentence stress : 4 +	Sentence stress : 3 +
Total score : 21	Total score : 18
Bagus pronunciation = $\frac{21}{25} \times 100$	Rehman pronunciation = $\frac{18}{25} \times 100$
= (84)	= (60)
7.) Muhammad Radja Inam M	8.) Muhammad Samuul
Radja score: vowel : 3	Samuul score: vowel : 3
consonant : 3	= consonant : 3
word stress : 4	= word stress : 4
intonation : 3	= intonation : 4
Sentence stress : 3 +	= sentence stress : 5 +
Total score : 16	Total score : 19
Radja pronunciation = $\frac{16}{25} \times 100$	Samuul pronunciation = $\frac{19}{25} \times 100$
= (64)	= (76)

9.) Muhammad Sofyan	10.) Nabila Lailatul Atsah
Sofyan score: Vowel : 2	Nabila score: Vowel : 3
Consonant : 3	Consonant : 3
Word stress : 4	Word stress : 5
Intonation : 4	Intonation : 4
Sentence stress : 4	Sentence stress : 4
Total score : 18	Total score : 19
Sofyan pronunciation = $\frac{18}{25} \times 100$	Nabila pronunciation = $\frac{19}{25} \times 100$
= 72	= 76
11.) Rasya Destrian Shetihul Wajha	12.) Saiful Bahri
Rasya score: Vowel : 3	Saiful score: Vowel : 4
Consonant : 3	Consonant : 4
Word stress : 4	Word stress : 3
Intonation : 3	Intonation : 3
Sentence stress : 4	Sentence stress : 2
Total score : 17	Total score : 16
Rasya pronunciation = $\frac{17}{25} \times 100$	Saiful pronunciation = $\frac{16}{25} \times 100$
= 68	= 64
13.) Sintra Ramadhani	14.) Tri Maulana Ikhsan
Sintra score: Vowel : 3	Ikhsan score: Vowel : 4
Consonant : 3	Consonant : 3
Word stress : 5	Word stress : 5
Intonation : 5	Intonation : 4
Sentence stress : 5	Sentence stress : 3
Total score : 21	Total score : 19
Sintra pronunciation = $\frac{21}{25} \times 100$	Ikhsan pronunciation = $\frac{19}{25} \times 100$
= 84	= 76
15.) Danu Akmal Hardiyanto	
Danu score: Vowel : 3	
Consonant : 3	
Word stress : 3	
Intonation : 5	
Sentence stress : 5	
Total score : 19	
Danu pronunciation = $\frac{19}{25} \times 100$	
= 76	

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Hasil Perhitungan Post-Test II

1.) Bunga Dian Rizki	2) Dewi Pselau
Bunga score: Vowel : 3	Dewi score: Vowel : 3
Consonant : 3	Consonant : 3
Word stress : 4	Word stress : 4
Intonation : 4	Intonation : 3
Sentence stress : 3	Sentence stress : 4
Total score : 17	Total score : 17
Bunga pronunciation = $\frac{17}{25} \times 100$	Dewi pronunciation = $\frac{17}{25} \times 100$
= 68	= 68
3) Fit Kik Yadi	4) Khalifatul Maghriroh
Yadi score: Vowel : 3	Ifa score: Vowel : 4
Consonant : 3	Consonant : 4
Word stress : 4	Word stress : 4
Intonation : 4	Intonation : 5
Sentence stress : 4	Sentence stress : 5
Total score : 18	Total score : 22
Yadi pronunciation = $\frac{18}{25} \times 100$	Ifa pronunciation = $\frac{18}{25} \times 100$
= 72	= 88
5) Moh. Bagus Abdillah	6) Muhammad Indadur Rohman
Bagus score: Vowel : 4	Rohman score: Vowel : 2
Consonant : 10	Consonant : 3
Word stress : 5	Word stress : 4
Intonation : 5	Intonation : 4
Sentence stress : 5	Sentence stress : 4
Total score : 29	Total score : 17
Bagus pronunciation = $\frac{29}{25} \times 100$	Rohman pronunciation = $\frac{17}{25} \times 100$
= 96	= 68
7) Muhammad Radja Imam M	8) Muhammad Samsul
Radja score: Vowel : 3	Samsul score: Vowel : 4
Consonant : 4	Consonant : 3
Word stress : 4	Word stress : 4
Intonation : 4	Intonation : 5
Sentence stress : 3	Sentence stress : 5
Total score : 18	Total score : 21
Radja pronunciation = $\frac{18}{25} \times 100$	Samsul pronunciation = $\frac{21}{25} \times 100$
= 72	= 84

<p>9) Muhammad Sofyan</p> <p>Sofyan score: Vowel : 4</p> <p>Consonant : 4</p> <p>Word stress : 5</p> <p>Intonation : 5</p> <p>Sentence stress : 4</p> <p>Total score : 22</p> <p>Sofyan pronunciation = $\frac{22}{25} \times 100$</p> <p>= 88</p>	<p>10) Nabila Lailatul Aisah</p> <p>Nabila score: Vowel : 3</p> <p>Consonant : 4</p> <p>Word stress : 5</p> <p>Intonation : 5</p> <p>Sentence stress : 4</p> <p>Total score : 21</p> <p>Nabila pronunciation = $\frac{21}{25} \times 100$</p> <p>= 84</p>
<p>11) Rasya Destrian Shohibul Wafa</p> <p>Rasya score: Vowel : 3</p> <p>Consonant : 3</p> <p>Word stress : 4</p> <p>Intonation : 4</p> <p>Sentence stress : 5</p> <p>Total score : 19</p> <p>Rasya pronunciation = $\frac{19}{25} \times 100$</p> <p>= 76</p>	<p>12) Saiful Bahri</p> <p>Saiful score: Vowel : 4</p> <p>Consonant : 4</p> <p>Word stress : 4</p> <p>Intonation : 4</p> <p>Sentence stress : 3</p> <p>Total score : 19</p> <p>Saiful pronunciation = $\frac{19}{25} \times 100$</p> <p>= 76</p>
<p>13) Sintra Ramadhani</p> <p>Sintra score: Vowel : 4</p> <p>Consonant : 4</p> <p>Word stress : 5</p> <p>Intonation : 5</p> <p>Sentence stress : 5</p> <p>Total score : 23</p> <p>Sintra pronunciation = $\frac{23}{25} \times 100$</p> <p>= 92</p>	<p>14) Tri Maulana Ikran</p> <p>Ikran score: Vowel : 4</p> <p>Consonant : 4</p> <p>Word stress : 5</p> <p>Intonation : 4</p> <p>Sentence stress : 4</p> <p>Total score : 21</p> <p>Ikran pronunciation = $\frac{21}{25} \times 100$</p> <p>= 84</p>
<p>15) Danu Akmal Hardiyanto</p> <p>Danu score: Vowel : 4</p> <p>Consonant : 4</p> <p>Word stress : 4</p> <p>Intonation : 5</p> <p>Sentence stress : 5</p> <p>Total score : 22</p> <p>Danu's pronunciation = $\frac{22}{25} \times 100$</p> <p>= 88</p>	

APPENDIX 8

Pre-Test & Post-Test Analysis

Kholifatul M.

Soal Pre Test

Repetition and Sentence Reading (Pengulangan Kata dan Membaca Kalimat dengan Lantang)

Instruksi: Ikuti guru dalam melafalkan kata kerja beserta contoh kalimat regular dan irregular verbs berikut ini dengan jelas dan dengan intonasi yang sesuai!

Regular verbs		Contoh Penggunaan
billed	build	"The architect billed hours while helping build the house"
leased	least	"They leased the least expensive apartment"
weighed	wade	"Fishermen weighed their catch before wade in the river"
towed	toad	"The truck towed the car that hit a toad "
waited	weighted	"Patients waited while nurses prepared weighted blankets"
Irregular verbs		Contoh Penggunaan
bred	bread	"The farmer bred special chickens while baking bread "
threw	through	"She threw the ball through the window"
grown	groan	"The grown man let out a groan of disappointment"
sold	soled	"They sold shoes with rubber- soled bottoms"
caught	court	"They caught the thief near the court building"

Choose the correct homophone word in the brackets to complete the sentence!

Instruksi: Setelah mengisi jawaban, bacakan dengan jelas dan lantang setiap kalimat lengkap yang sudah kamu isi!

1. (The baker needs) (need / knead) (need/knead) the dough. Do you (need / knead) help? → /b/ kadang hilang. (intonasinya kurang).
2. We (saw) a (deer / dear) (deer/dear) in (the / there) (the / there) forest. It was very (dear / deer) (dear / deer) to me. / Fair is it? (kalimat awal intonasinya turun).
3. The ship is (going) to (sail / sale) (sail/sale) at the (store / stare) (store / stare) this week. There is a (sale / stare) (sale / stare) at the (store / stare) (store / stare) this week. (kata store kurang). (kalimat awal intonasinya turun).
4. The flower has a (scent / cent) (scent / cent) (scent / cent). It doesn't cost a (cent / cent) (cent / cent). (kalimat pertama intonasinya turun).
5. He will (wear / ware) (wear / ware) his new shirt. The store sells household (ware / wear) (ware / wear). (wear, new, store, household, dan ware) lebih kurang ditekankan. pengucapannya.

Noted: Pastikan kamu mengucapkan setiap kata dengan benar dan percaya diri

Sintra. Ramadhan

Post-Test I

Repetition and Sentence Reading (Pengulangan Kata dan Membaca Kalimat dengan Lantang)

Instruksi: Ikuti guru dalam melafalkan kata kerja beserta contoh kalimat regular dan irregular verbs berikut ini dengan jelas dan dengan intonasi yang sesuai!

Regular verbs		Contoh Penggunaan
passed	past	"She passed the past exam papers to students"
allowed	aloud	"The teacher allowed students to read aloud "
missed	mist	"We missed the trail in the morning mist "
towed	toad	"The truck towed the car that hit a toad "
waved	waived	"The officer waved as fees were waived "
Irregular verbs		Contoh Penggunaan
ate	eight	"She ate three eight slice pizzas last night"
rode	road	"They rode bicycles down the winding road "
heard	herd	"We heard a herd of elephants approaching"
flew	flu	"Birds flew south during flu season"
seen	scene	"Have you seen the crime scene investigation?"

Choose the correct homophone word in the brackets to complete the sentence!

Instruksi : Setelah mengisi jawaban, bacakan dengan jelas dan lantang setiap kalimat

lengkap yang sudah kamu isi!

1. I can see (see/sea) the beautiful sea (see/sea) from my window (window/window) vocal /i/ → /e/ (wendow) → mengad: /w/
2. Please write (write/right) your name on the paper (paper/paper) Is this the right (right/write) answer? (right/write) kata rs, on, dan the juga
3. I need to know (know/no) money for the trip (know/no) if you have now (now/no) now no.
4. They knew (new/knew) all the new (new/knew) songs on the radio. (knew/new) songs on the radio. (new/knew) baru
5. (Did) you hear (hear/here) about the news? Come over (over/over) and I'll tell you (hear/here) and I'll tell you (hear/here) dan here /r/ nya kurang jelas. harusnya.

Noted : Pastikan kamu mengucapkan setiap kata dengan benar dan percaya diri

Aspek Kesalahan Siswa.

1) Vowel : Vokal /eɪ/ pada "baker" diucapkan dengan benar sebagai /'beɪkər/ (pemahaman vokal panjang baik, kadang vokal ditekankan terlalu keras atau tdk jelas.)
namun, /aʊ/ pada "dough" mungkin diucapkan seperti /doʊ/ → /daʊ/

2) Consonant : Bunyi /θ/ pada "the" dan "they" sering diganti menjadi /d/, menjadi /di:/
Bunyi /h/ pada "help" hilang dan sangat lemah.
(sulit melafalkan consonant yg tdk ada di bhs. ibu, kurang penekanan pada bunyi plosative.)

3) Word stress : penekanan pada kata "baker" tepat: /'beɪkər/
kata "need" seharusnya ditekankan di awal (/ni:d/) tetapi kadang datar.
(menunjukkan pemahaman tentang word stress. perlu latihan lebih lanjut agar penekanan kata konsisten.)

a) Sentence stress : kata-kata penting seperti "baker", "needs", "need".
"need help" ditekankan, namun, kata "the" dan "do" juga ditekankan padahal seharusnya tidak.
(siswa memahami makna kalimat yg perlu ditekankan)

b) Intonation : kalimat pertama harusnya memiliki intonasi turun, tapi siswa menjaga nada tinggi.
pertanyaan "Do you need help?" seharusnya naik di akhir, tetapi kadang datar.

Aspek kesalahan siswa. (analisis). Soal 1

- 1.) Vowel : Vokal /ɪ/ pada "window" ~~seharusnya~~ diucapkan seperti /e/, menjadi /wendɒ/. Vokal /ʊ/ pada "beautiful" diucapkan seperti /i:/.
- 2.) Consonant : Bunyi /θ/ pada "the" diucapkan sebagai /d/, menjadi /di:/. Bunyi /l/ pada "beautiful" dihilangkan ubah jadi /w/.
- 3.) word stress : penekanan pada "beautiful" seharusnya jatuh di suku pertama. /bju:tɪfʊl/, kata "window" seharusnya ditekan kan di awal (/wɪndəʊ/), tetapi siswa ini datar.
- 4.) sentence stress : kata "see", "beautiful", "see", dan "window" seharusnya ditekan kan. → can, the, my. from juga ditekan kan.
- 5.) intonation : kalimat pernyataan harusnya memiliki intonasi yg turun di akhir. intonasi naik turunnya kurang.

Soal 2.

- 1.) Vowel : Vokal /i:/ pada "please" dan /e/ pada "name" diucapkan dengan benar, namun /ɪ/ pada "this" diucapkan seperti /i:/, menjadi /ðɪs → oɪs/.
- 2.) Consonant : bunyi /r/ pada "write" dan "right" kurang terdengar jelas, harusnya bunyi w tidak jelas.
- 3.) word stress : penekanan pada kata "paper" dan "answer" seharusnya di suku kata pertama. /peɪpər/, /ænsər/. tetapi siswa menekankan di suku kata kedua atau ketiga.
- 4.) sentence stress : write, name, paper, right, dan answer seharusnya ditekan kan. namun kata kecil seperti "on", "the" dan "is" juga ditekan kan. intonasinya.
- 5.) intonation : kalimat pertanyaan seharusnya turun di akhir.

Analisis: hasil pengucapan siswa

- 1.) Vowel : vocal /t/ pada "wind", /u:/ pada "blew", dan "blue", serta /a:/ pada "hard" diucapkan dg benar, namun /ɜ:n/ pada "furned" diucapkan seperti /ɔ:n/ → (tənd/)
- 2.) Consonant : Bunyi /θ/ pada "the" diganti menjadi /d/, menjadi (di). Bunyi /r/ pada "stormy" dan "hard" bisa terlalu lemah atau hilang
- 3.) Word stress : penekanan kata pada "stormy" seharusnya jatuh pada suku pertama /sto:mi/ siswa ini menekankan suku kedua dan ketiga.
- 4.) Sentence stress : kata penting seperti "wind", "blew", "hard", "sky", "stormy", dan "blue" seharusnya ditekan, namun kata kecil seperti "so", "a", dan "the" juga ditekan
- 5.) Intonation : kalimat pernyataan seharusnya memiliki intonasi turun di akhir, intonasi naik turun untuk memberikan ekspresi, makna masih kurang.

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JEMBER

APPENDIX 9

Documentation



Observation and interview with students' teacher



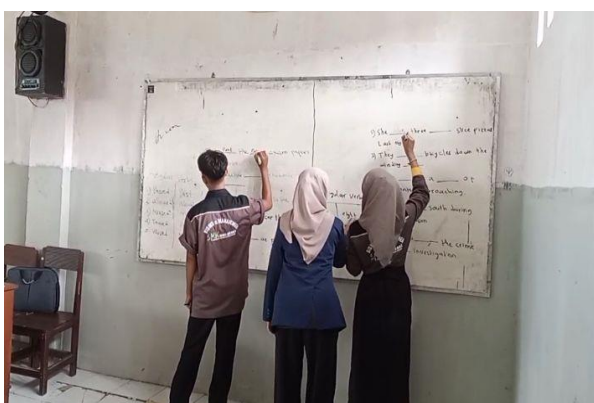
Interview with English



Giving Pre test



Meeting I in cycle I



Implementation of homofon game



Meeting II in cycle I

shaun dowling



**Implementation of homofon
cards game**



Meeting III in cycle I



Giving Post test I



Meeting IV in cycle II



Working on post test questions



Documentation with English teacher



Documentation of research completion with all XI grade students of SMK Asy Syafaah Jember

APPENDIX 10

The Results of the interview with English Teacher

Researcher: How do you think about students' pronunciation skills in English lessons?

English Teacher: “In general, I see that students still have a lot of difficulties in pronouncing English words correctly. They tend to use pronunciations that are influenced by Indonesian or their local language. For example, the word 'but' is often pronounced like in Indonesian, when it should be different.”

Researcher: What are the main factors that cause students to struggle with pronunciation?

English Teacher: “There are several factors. First, students are less interested in the pronunciation material itself. Second, they rarely practice pronouncing English words regularly. In addition, the learning environment is also less supportive, for example, their friends also don't pay attention to pronunciation so there is no encouragement to improve.”

Researcher: What efforts have been made to overcome this problem?

English Teacher: “I have tried to give pronunciation exercises and listen to native speaker audio, but the students' response is still less enthusiastic. They prefer to speak in their own style, without paying attention to correct pronunciation.”

Interview Results with Students

Researcher: Do you think English pronunciation is difficult? Can you explain why?

Student 1: “Yes, I think it's difficult, because the way to read is different from the writing. Sometimes I'm confused about what to read, so I often make mistakes.”

Student 2: “I also find it difficult, because in class we rarely practice pronunciation. My friends also don't really care, so I just follow along.”

Researcher: Have you ever tried practicing pronunciation outside of class?

Student 1: “Rarely, because no one teaches me and I don't know the right way. If I learn by myself, I'm afraid I'll make mistakes.”

Researcher: What do you think can help you improve your pronunciation?

Student 2: “Maybe if there is more practice listening and imitating native speakers, or there are applications that can help practice pronunciation, it can help.”



APPENDIX 11

Pronunciation Transcript Analysis

(Pre test)

1. The baker needs knead the dough. Do you knead help?
/ðə 'beɪkər niːd niːd ðə doʊ. duː juː niːd help?/
2. We saw a deer in the forest. It was very dear to me.
/wiː sɔː ə dɪr ɪn ðə 'fɔːrɪst. ɪt wəz 'veri dɪr tə miː/
3. The ship is going to sail across the ocean. There is a sale at the store this week.
/ðə ʃɪp ɪz 'ɡoʊɪŋ tə seɪl ə 'krɒs ðɪ 'oʊʃən. ðer ɪz ə seɪl æt ðə stɔːr ðɪs wiːk/
4. The flower has a sweet scent. It doesn't cost a cent.
/ðə 'flaʊər hæz ə swiːt sent. ɪt 'dɒznt kɒst ə sent/
5. He will wear his new shirt. The store sells household ware.
/hiː wɪl wer hɪz nuː ʃɜːrt. ðə stɔːr selz 'haʊshoʊld wer/

(Post test I)

1. I can see the beautiful sea from my window.
/aɪ kən siː ðə 'bjʊːtɪfəl siː frəm maɪ 'wɪndəʊ/
2. Please write your name on the paper. Is this the right answer?
/pliːz raɪt jɔːr neɪm ɒn ðə 'peɪpər. ɪz ðɪs ðə raɪt 'ænsər?/
3. I need to know if you have no money for the trip.
/aɪ niːd tə nəʊ ɪf juː hæv nəʊ 'mʌni fər ðə trɪp/
4. They knew all the new songs on the radio.
/ðeɪ nuː ɔːl ðə nuː sɒŋz ɒn ðə 'reɪdɪəʊ/
5. Did you hear about the news? Come over here and I'll tell you.
/dɪd juː hɪr ə'baʊt ðə nuːz? kʌm 'oʊvər hɪr ənd aɪl tel juː/

(Post test II)

1. The wind blew so hard, the sky turned a stormy blue.
/ðə wɪnd bluː sɔʊ hɑːrd, ðə skaɪ tɜːnd ə 'stɔːrmi bluː/
2. I braked and almost break the wheel last night.
/aɪ breɪkt ənd 'ɔːlməʊst breɪk ðə wiːl læst naɪt/
3. Have you seen the scene where the main character cries?
/hæv juː siːn ðə siːn weər ðə meɪn 'kærɪktər kraɪz?/
4. The hunter hared for the prey even though his haired was falling out.
/ðə 'hʌntər her(d) fər ðə preɪ 'iːvən ðəʊ hɪz her(d) wəz 'fɔːlɪŋ aʊt/
5. When you weight for so long you will be waited by many people.
/wen juː weɪt fər sɔʊ lɒŋ juː wɪl biː 'weɪtɪd baɪ 'meni 'piːpəl/

Pre test

No	Vokal & Konsonan Penting	Word Stress
1	<i>knead/need</i> : /ni:d/ vokal panjang /i:/, silent <i>k</i> pada <i>knead</i>	Penekanan pada <i>baker</i> , <i>needs</i> , <i>knead</i> , <i>dough</i>
2	<i>deer/dear</i> : /dɪr/ vokal /ɪə/, konsonan /d/, /r/	Penekanan pada <i>deer</i> dan <i>dear</i>
3	<i>sail/sale</i> : /seɪl/ diftong /eɪ/, konsonan /s/, /l/	Penekanan pada <i>ship</i> , <i>sail</i> , <i>sale</i>
4	<i>scent/cent</i> : /sent/ vokal /e/, silent <i>c</i> pada <i>scent</i>	Penekanan pada <i>scent</i> dan <i>cent</i>
5	<i>wear/ware</i> : /wer/ vokal /eə/, konsonan /w/, /r/	Penekanan pada <i>wear</i> dan <i>ware</i>

Post test I

No	Vokal & Konsonan Penting	Word Stress
1	<i>see/sea</i> : /si:/ vokal panjang /i:/	Penekanan pada <i>see</i> dan <i>sea</i>
2	<i>write/right</i> : /raɪt/ diftong /aɪ/, silent <i>w</i> pada <i>write</i>	Penekanan pada <i>write</i> dan <i>right</i>
3	<i>know/no</i> : /noʊ/ diftong /oʊ/, silent <i>k</i> pada <i>know</i>	Penekanan pada <i>know</i> dan <i>no</i>
4	<i>knew/new</i> : /nu:/ vokal panjang /u:/	Penekanan pada <i>knew</i> dan <i>new</i>
5	<i>hear/here</i> : /hɪr/ vokal /ɪə/	Penekanan pada <i>hear</i> dan <i>here</i>

Post test II

No	Vokal & Konsonan Penting	Word Stress
1	<i>blew/blue</i> : /blu:/ vokal panjang /u:/	Penekanan pada <i>blew</i> dan <i>blue</i>
2	<i>braked/break</i> : /breɪk/ diftong /eɪ/	Penekanan pada <i>braked</i> dan <i>break</i>
3	<i>seen/scene</i> : /si:n/ vokal panjang /i:/	Penekanan pada <i>seen</i> dan <i>scene</i>
4	<i>hared/haired</i> : /herd/ vokal /eə/	Penekanan pada <i>hared</i> dan <i>haired</i>
5	<i>weight/waited</i> : /weɪt/, /'weɪtɪd/ diftong /eɪ/	Penekanan pada <i>weight</i> dan <i>waited</i>

Intonation (pre test)

1. The baker needs knead the dough. Do you need help?
- → → → - → →
2. We saw a deer in the forest. It was very dear to me.
- - → - → - - → -
3. The ship is going to sail across the ocean. There is a sale
- - - → - → → - →
at the store this week
- - →
4. The flower has a sweet scent. It doesn't cost a cent
- - - → → - → →
5. He will wear his new shirt. The store sells household ware.
- - → - → - - → →

Pengelasan Singkat:

- : menunjukkan kenaikan nada (biasanya pada kata penting atau akhir kalimat tanya)
- ↘ : menunjukkan penurunan nada (umumnya di akhir kalimat pernyataan)
- : Menunjukkan nada datar atau tidak berubah intonasi

Intonation diagram (Post test I)

1. I can see the beautiful sea from my window
- - → - → - -
2. please write your name on the paper. Is this the right answer
- → → → - - → →
3. I need to know if you have no money for the trip.
- → → - - → -
4. The knew all the new songs on the radio.
- → - - - - →
5. Did you hear about the news? come over here and i'll tell you.
- - → - - → - - → - - →

Intonation diagram (Post test II)

1. The wind blew so hard, the sky turned a stormy blue
- → - - → - -
2. I Braked and almost break the wheel last night.
- → - → - - →
3. Have you seen the scene where the main character cries?
- - → - → - - - →
4. The hunter hared for the prey even though his haired
- → - - - - → - →
was falling out
- -
5. when you weight for so long you will be waited by many
- - - - - - - - - - - -
people.
-

APPENDIX 12



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SURAT KETERANGAN LULUS CEK PLAGIASI SKRIPSI

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

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APPENDIX 13

APPENDIX 13

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UNIVERSITAS ISLAM NEGERI
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APPENDIX 13

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