

## **CHAPTER I**

### **INTRODUCTION**

#### **A. The Background of the Study**

We know that English is not only international language but also global language now. It is used to communicate in whole of the world. English is used in education, trade, tourism, news, and technology.

English is kind of languages. In modern era, English is very important to learn. Because of many information and technologies use English. We need English to follow era development.

English is the main foreign language which is taught in every school. English is taught in Kindergarten, Elementary School, Junior High School, and Senior High School. The students should master English to improve their knowledge and ability. Because many resource information in English. To know them, the students should improve their skill and ability.

There are four basics of language skill are listening, speaking, reading and writing. Those skills are important and necessary to learn in order to master spoken and written language including the grammar, vocabulary, spellings and pronunciation skill. Although English is still as foreign language in Indonesia, it is becoming increasingly important in our global community.

The goal of language teaching is not only to enable the students to understand the language, but also in order to they can use the language in oral and written communication and apply it correctly and appropriately.

In daily activity, we know familiar kinds of language to communicate. There are spoken and written languages. The teachers teach both of them to the students. But, in this research, the writer focuses on speaking especially in pronunciation. According to Jack Richards' Speaking is one the central elements of communication".<sup>1</sup> To speak is well;

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<sup>1</sup>Richards Jack C and Renandya Willy A, *Methodology in Language Teaching an Anthology of Current Practice*, (New York: Cambridge University Press, 2002), 210

we must have good pronunciation. Pronunciation is the first factor when someone speaking. It can avoid a misunderstanding when we speak with the other people. To be understood by others, they should pay attention to their pronunciation. "Pronunciation is the language feature that most readily identifies speakers as non-native. It is a filter through which others see them and often discriminate against them."<sup>2</sup>

All of subject that we teach or learn have a purpose or it has target, so is study of pronunciation, it to enable our learners to understanding and be understood, to build their confidence in entering communicative situational and to enable them to monitor their speech based on input from the environment.

Based on the writer's experience, when she did her teaching practice to know students' pronunciation and students' skill on pronunciation in English, it was found that

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<sup>2</sup>Marianne Celce Murica, *Teaching English as a second or Foreign Language*, (America: Heinle Thomson Learning, 2001), p. 117

most of the students have low ability in pronunciation. They found difficult to distinguish long and short vowels.

There are many interesting media that can be applied to serve the pronunciation in the class; one of them is Homophone Games. With the reason that games offer students a fun-filled and relaxing learning. After learning and practicing new vocabulary, students have the opportunity to use language in a non-stressful way<sup>3</sup>.

Homophones can be learned through games, because students can be fun and practice more about homophone. Homophone games keep students entertained, while helping them learn and practice to improve their skill in pronunciation.

Games also motivate students to introduce an element of competition into language-building activities. This provides valuable impetus to a purposeful use of language.<sup>4</sup>In other words, these activities create a meaningful

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<sup>3</sup>Uberman, A. 1998. *The Use of Games*. <http://dosfan.lib.uic.edu/usia/E-USIA/forum/vols/vol36/no1/p20.htm> Retrieved. January 25.108.

<sup>4</sup>Uma Prasad, Achieving Communicative Competence in English, Retrieve January 23th 2018. From

context for language use. Most students who have experienced game-oriented activities hold positive attitudes towards them.<sup>5</sup>

Homophone Games are a natural follow on from the homophone dictation and can be used to help the students to practice and remember homophones.<sup>6</sup> A homophone is a word that is pronounced the same as another word but differs in meaning. The words may be spelled the same, such as rose (flower) and rose (past tense of “rise”). So that they are pronounced the same but have different meanings. A homophone is a type of homonym, although sometimes homonym is used to refer only to homophones that have the same spelling but different meanings<sup>7</sup>

Homophone Games can be fun as long as the teacher takes time class to talk about the unique word pairs in English. Try doing homophone activity each day or spend a

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<http://www.thehindu.com/thehindu/edu/2003/07/29/stories/2003072900010200.htm>

<sup>5</sup>Uberman, A. 1998. *The Use of Games*. Retrieved. January 25. 108.

<sup>6</sup><http://www.teachingenglish.org.uk/article/homophone-game>  
Retrieved on January 23th 2018.

<sup>7</sup><https://en.wikipedia.org/wiki/Homophone> Retrieved on January 23th 2018

few days on homophone unit, these homophone games will be fun in the class rather than fearful.

In the context of English teaching at Junior High School in Indonesia, it is found that most students have low ability in pronunciation, cannot speak English properly, and have difficulty to distinguish long and short vowels. Some students even have great difficulty in hearing pronunciation features in which their teachers want them to reproduce. These problems are also faced by 8<sup>th</sup> grade students.

Based on the explanation above the researcher would like to take An Experiment Research under the title of “The Influence of Homophone Games Towards Students’ Pronunciation” (An Experimental Research at MTs N 1 Kota Serang”).

## **B. The Statements of The Problem**

Some problems that mentioned above, the writer will formulate in the specific questions as follows:

1. How is the students' pronunciation ability at second grade in MTs N 1 Kota Serang?
2. How is the influence of Homophone Games toward students' pronunciation at second grade in MTs N 1 Kota Serang?

### **C. The Objectives of the Study**

Based on the research statement of problem above, the writer has several objectives of the research as following:

1. To know the students' pronunciation ability at second grade in MTs N 1 Kota Serang
2. To Know The influence of Homophone Games toward students' pronunciation at second grade in MTs N 1 Kota Serang

### **D. Hypothesis of the Research**

Hypothesis is a formal statement about an expected relationship between two or more variables, which

can be tested through an experiment.<sup>8</sup> According the problem stated, the form of hypothesis as followed :

H<sub>0</sub>: There is no influences of using Homophone Games toward students' Pronunciation

H<sub>a</sub>: There is an influences of using Homophone Games toward students' Pronunciation.

### **E. The Importance of the Study**

#### 1. For The Teacher

It will give contribution to English teacher in teaching speaking. It can be used as a reference for the teacher about teaching pronunciation and adding the knowledge in teaching learning.

#### 2. For The Student

The result of the study can make student more confidence to pronounce english fluently.

#### 3. For The Researcher

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<sup>8</sup>Nunan, David, *Research Method in Language Learning*. (USA: Cmbridge University Press, 1992),p. 230



The result of the study provides evidence of how language is learned or acquired and the strategies or procedures that used by students. By analyzing the study, the writer can know that the Homophone Games has positive improving on students' pronunciation. The result Homophone Games can be applied in teaching pronunciation in the classroom.

#### **F. The Previous Study**

There are researcher who conduct the title which closed to the title above. But the researcher only take three researcher else as comparison in doing the research.

The first research is by **Madhan**, Teaching Pronunciation through Audio Lingual Media. (An Experiment study at the MTs Al-Khairiyah lambang sari-bojonegara). The researcher collects data from 60 students spread into two class, one classes as an experimental class and another one is as the control class. The population is the second grade students of MTs Al-Khariyah lambang sari year

2013, while class (2A) as the experiment class and class (2B) as the control class are taken as the samples. Since the research uses experimental method, the data is gathered through pre-test and post-test. The result of analysis of the research shows value  $t_o$  (3,5) is higher than  $t_t$  with level of significance 5% (1,67) of with level pf significance 1% (2,39), and because  $t_{o=3,5} > t_{t= 1,67}$  or  $t_{o=3,5} > 2,39$  it means that the researcher reject  $H_o:t_t$  : which is there is no effectiveness of using on teaching pronunciation by using Audiolingual Media and accept  $H_a:t_o$ : which there is effectiveness of using on teaching pronunciation by using Audiolingual Media.

The second, the research has been conducted by **Suheni**, with the title Teaching Pronunciation through Poetry Performance (Experimental Research at The Third year of MtsMMA Tenjolahang Jiput-Pandeglang). Before the writer gave treatment both of control class (A Class) and Experiment Class (B Class), the writer got mean score from control class 40,1 (My1) and Experiment Class 39 (Mx1). It

means that the students' ability in Mts MMA Tenjolahang Jiput- Pandeglang especially at the third year taken as sample of the reserach have relatively same both control class and experimental class. After the writing giving treatment for B class using new method as class, the writer got mean score from experimental class 68,23 (Mx2) and control class 53,36 (My2). It can be seen that students' ability got the different increase. Experimental class got higher increase afyer giving treatment than control class.

The third research by **Riadhotul Arifah**, The tittle research is Students' Habit in Listening Song and Their Achievement in Pronunciation. (A case study at second grade in SMP Muhammadiyah Cilegon). The method of this research is correlation study. The population of this research is the second grade of SMP Muhammadiyah Cilegon in 2007-2008 academic years. The sample is 34 students. The instrument use to collect data of students' habit in listening song and their achievement in pronunciation in SMP Muhammadiyah Cilegon are interview, library research,

questionnaire, and test. The technique analyzing the data to determine the coefficient of correlation between students' habit in listening song and their achievement in pronunciation is product moment correlation formula. Based on analysis, the achievement hypothesis is accepted consequently, there is significant correlation between students' habit in listening song and their achievement in pronunciation, as much as 0,09025 % (A case study at SMP MuhammadiyahCilegon), and other factor is 99,0975%.

In these of research which have been done, it looks that have the goal to improve students' pronunciation in teaching English. In this research also I use Homophone Games to influence students' pronunciation which more interesting and make students are easy in study pronunciation.