# CHAPTER II

## Theoretical Review

### A. Homophone Games

#### a. Pronunciation

1. Definition of Pronunciation

Pronunciation (pronounce) verb that mean to create voice of the word and manner in which language or particular word or sound in speaking.[1] Pronunciation is the act of giving proper sound and accent.[2]And pronunciation also refers to the production of sound that we use to make meaning. It includes attention to the particular sound of a language, aspect of speech beyond the level of individual sound, such as intonation, phrasing, stess, timing, and rhythm, how the voice is projected and its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language.

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[1]Ferguson M.C. Gauran, Oxford learners Pocket Dictionary, (London: Oxford University Press, 2000). P.331
[2]http://www.brainyquote.com/words'pr/ pronunciation207323.html

From the explanation above, we can take conclusion that pronunciation is something that producing the sound language to make the meaning. The right pronunciation will be understood by people, but the wrong pronunciation is not sufficient by more sound only, but the wrong pronunciation will be miscommunication. To get goo pronunciation, the teacher teaching pronunciation is not sufficient by more sound only, but they have to complete the elements of english pronunciation, such as stress, rhythm, and intonation.

Pronunciation is the language feature that most readily identifies speakers as nom-native. Pronunciation is the way in pronounce the word. Pronunciation is the pronouncing or uttering of a word or words which pronounced. Pronunciation also refers to production of sounds that we use to make a meaning. It includes in attention to sounds of language is segmental and supra segmental.[3]

Pronunciation means how we say the words. It is the first factor when we are talking with the other people. Most

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[3]Marianne Celece Murcia, *Teaching English As A second or Foreign Language,* (America: Heinle Thomson Learning, 2001) 117

people speak the dialect of standard English with an accent that belongs to the part of the country they come from or live in. We know that in English pronunciation there are two kinds of phonological structure, they are segmental and supra segmental.

a. Segmental Structure

It can be defined as a consequence, numerous languages have writing systems-alphabets or syllabalies- which represent their consonants and vowels adequately. It is mean, language has a system of writing letters or syllable, including English language has a writing system between consonant and vowels and then easy to learn the phonetics and phonology in the form of written English. For example, in japanese language also have a writing system between letters and hiragana, it will facilitate the learning of language, including writing system. Include punctuation mark, italics, underlines, and capital letters are crude and inadequate ways of representing prosodic elements.

Segmental structure is based on the segmentation of language into individual speech sounds provided by phonetics.[4]

b. Supra Segmental Structure

The ways in which an utterance is broken into "Chunk". Include the technical name which we use for 'chunk' called as tone unit, position of     accent, and the intonation or melody. According to Paul, he said that:

Supra segmental also called prosody, it is concerned with those features of  pronunciation that cannot be segmented because they extend over more than one segment, or sound. Such features include stress, rhythm, and intonation also called pitch contour or pitch movement.[5]

From the explanation above, we can differentiate between segmental and supra segmental structure which segmental structure is ponunciaton aspect come from

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[4] Daniel Jones, The pronunciation of English, (New york: Cambrige, University Press, 1986), 141

[5] skandara paul, A manual of english phonetics and phonology (Germany: Nehren,Gunter Narr Verlag Tubingen,2005), 86

phonetic side, but supra segmental structure (prosody) is pronuncciation aspect come from phonology side.

2. Aspect of Pronunciation

1) Vowel

Vowel sounds are all voiced. Vowel are articulted when a voiced airstream is shaped using the tongue and the lips to modify the overall shape of the mouth.[6] Vowel may be single or diphtongs (Combination, It is involving a movement from one vowel sound to another). Vowel related to consonant, because from both include how the word can say better.

Table 2.1 Vowel sounds in English[7]

| No | Kinds of Vowel | Characteristics | Example in words |
|---|---|---|---|
| 1. | i: | Front-close | Bead |

[6]Kellly, Gerald, *How to Teach Pronunciation,* (Malaysa : Pearson Education, 2001), 29

[7]Ila, Amalia, *Pronunciation the English Speech Sounds,* (Serang : DinasPendidikanProvinsiBanten, 2012), 20

| | | | |
|---|---|---|---|
| 2. | I | Front mid-close | H<u>i</u>t |
| 3. | ʊ | Back mid-close | B<u>oo</u>k |
| 4. | u: | Back-close | F<u>oo</u>d |
| 5. | E | Front-mid | L<u>e</u>ft |
| 6. | Ə | Center-mid | <u>A</u>bout |
| 7. | ɔː | Back-mid | C<u>a</u>ll |
| 8. | Æ | Front-open | H<u>a</u>t |
| 9. | Λ | Center-open | R<u>u</u>n |
| 10. | a: | Back-open | F<u>a</u>r |
| 11. | ɒ | Back-open | D<u>o</u>g |

**Table 2.2 Diphthongs Sounds in English[8]**

| NO | Kinds of Diphthongs | Characteristics | Example in Words |
|---|---|---|---|
| | | | |

[8]Amalia, Pronunciation the English Speech Sounds, 22

| 1 | Ei | Closing | C<u>a</u>ke |
|----|----|---------|------|
| 2 | ɔɪ | Closing | T<u>oy</u> |
| 3. | Ai | Closing | H<u>ig</u>h |
| 4. | Iə | Centering | B<u>ee</u>r |
| 5. | ʊə | Centering | F<u>ewe</u>r |
| 6. | eə | Centering | Wh<u>ere</u> |
| 7. | əʊ | Closing | G<u>o</u> |
| 8. | aʊ | Closing | H<u>ou</u>se |

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. [9] The letters which can not result the sound without helping other letters.

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[9]Gerald, How to*Teach Pronunciation,* 2

**Table 2.3 Consonant sounds in English**

| No | Consonant | Example in word | No | Consonant | Example in word |
|----|-----------|-----------------|-----|-----------|-----------------|
| 1. | P | Pin | 13. | S | Sue |
| 2. | B | Bin | 14. | Z | Zoo |
| 3. | T | To | 15. | ∫ | She |
| 4. | D | Do | 16. | ʒ | Measure |
| 5. | K | Cot | 17. | h | Hello |
| 6. | G | Got | 18. | m | More |
| 7. | tʃ | Church | 19. | n | No |
| 8. | dʒ | Judge | 20. | ŋ | Sing |
| 9. | F | Fan | 21. | l | Live |
| 10. | V | Very | 22. | r | Red |

| 11. | θ | <u>Th</u>ink | 23. | j | <u>Y</u>es |
|-----|---|--------------|-----|---|------------|
| 12. | ð | <u>Th</u>e | 24. | w | <u>W</u>ood |

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.[10]

4) Intonation

According to Gerald "Intonation refers to the way the voice goes up and down in pitch when we are speaking".[11] 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

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[10]Underhill, Adrian, *Sound Foundations Learning and Teaching Pronunciation,*(Macmillan, 2005), 51

[11]Gerald, How to*Teach Pronunciation,* 86

intention of what we are saying, it used also to convey emotion, involvement, and 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.[12]

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) Rhytm

English speech rhytm is charaterized by tone-units: a word or groups of words which carries one central stresed syllable .[13] The ryhytm of english is, then, mainly a function of it stress patterns; these may also affect such aspects as speed of delivery, volume and the use of pause. in another study, Chela Flores (1993) claims that rhytm, in particular the appropriate lengthening of stressed syllables and

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[12]Jeremy, *The Practice of English Language Teaching,* 75
[13]Ur Penny, *A course in Language Teaching Practice and Theory,* (New York: Cambrige University Press, 2009), 48

shorthening of unstressed syllables in English, is the most widely experienced pronunciation challange for speakers to other languages.[14]

     6)  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.[15]

### 3.   Type of Pronunciation

The type pronunciation[16] divided into two kinds, there are:

   a.  Good Speech

According to Jones that " good speech defined as a way of speaking which is clearly intelligible to all

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[14]Marrianne Celce Murcia et.l, *Teaching Pronunciation-A Reference for Teachers of English to Speakers of other Languages,* (America: Cambrige University Press, 2008), 26

[15]Murcia, *Teaching Pronunciation,* 154

[16]Daniel Jones, *The Pronunciation of English,* 3

ordinary people."[17] It is mean who speak and their speaking is understood by their partner of communication. It has feed back of their speaking

b. Bad Speech

Another way Jones tells about bad speech. He said that bad speech is a way of taking which is difficult for most people to understood.[18] It is mean, who speak and their speaking is difficult to be understood by their partner of communication.So that, their message can not be conveyed well.

**4. Teaching Pronunciation**

a. Teaching

Teaching is the most important thing in learning proccess. Through of teaching, the teacher can help the student to undertand about the lesson given. The teacher has important role in guiding the students to learn materials.

[17] Jones, *The Pronunciation of English*, 4
[18] Jones, *The Pronunciation of English*, 4

b. Teaching Pronunciation

Teaching pronunciation is teaching to avoid the mispronunciation between speakers and listeners in their communication. The interfering teaching English pronunciation to the second or foriegn language not only in term of accent it mean intonation some of country has different accent, fature of java accent people sounding. The second can be interferred tone or mood of utterance.

**5. The problems of Teaching and Learning of Pronunciation**

According to Jeremy Harmer,  there are particular problems occur in much pronunciation teaching and learning.[19]

a. **What students can hear**. Some students have great difficulty hearing pronunciation features which we want them to produce.

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[19]Harmer Jeremy, *The Practice of English Language Teaching,* 184-185

b. **The intonation problem.** For many teachers the most problematic area of pronunciation is intonation. Some of us (and many of our students) find it extremely difficult to hear 'tunes' or to identify the different patterns of rising and falling tones. In such situations it would be foolish to try and teach them.

The key to successful pronunciation teaching, however, is not so much getting students to produce correct sounds or intonation tunes, but rather to have them listen and notice how English is spoken-either on audio or video tape or from the teacher themselves. The more aware they are the greater the chance that their own intelligibility levels will rise.

c. **Homophone**

According to etymology, homophone is taken from the Greek word, "homos" meaning "same". "phone"

meaning "voice" or "sound"[20]. 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. [21]

According to Gentry.Larrysaid Studies of children spelling errors indicate that the correct spelling of homophones ( word with the same pronunciation, but different meaning and spelling ) is a difficult task for many students. [22]

Homophone is words which sound alike but are written differently and often havedifferent meanings.For example, the English words *no* and *know* are both pronounced /n*vä*/ insome varieties of British English.

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[20]Turnbull, David. *How to Improve your Pronunciation at METEN (1)*.2009.
 [21]Akmajian, Adrian. Linguistic: *An Introduction to Language and Communication, fourth Edition.*The MIT Press, USA.*1995.*
 [22]Gentry.LarryThe occurrence of selected features in elementary Spelling texts (Technical Note No. 2-80/13).Los Alamitos,SWRL*Educational Research and Development*.1980.

Homophones are sometimes called homonyms**.**[23]Homophones are words that sound the same but have different meanings and spellings[24].

The examples in English homophones are as follows:

a.  Dear /diə/ and deer /diə/

· Dear /diə/ is referring to loved somebody.

· Deer /diə/ is any several types of animal with long legs and a graceful appearance that eat grass, leaves and can run quickly.

b.  Two / tu:/ and too / tu: /

· Two / tu: / is the number between one and three

· Too / tu: / is another way of saying as well.

c.  Steal / sti:l / and steel / sti:l/

· Steal / sti:l / is a thief does this

· Steel / sti:l / a hard strong metal

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[23]Jack C. Richards and Richard Schmidt,*Longman Dictionary Of*Language Teaching AndApplied Linguistics,Fourth Edition, Published In Great Britain In 2010.

[24]Marie Rippel, How to Teach Homophones,https://blog.allaboutlearningpress.com/homophones/ Retrieved on january 22 2018.

### d. Game

A game is structured or semi structured activity, usually undertaken for enjoyment and sometimes also used as an educational tool. Games are generally distinct from work, which is usually carried out for remuneration and from art, which is more concerned with the expression of ideas.[25]

Similarly, Harmer states; "Games are a vital part of a teacher's equipment, notonly for language practice they provide, but also for the therapeutic effect they have.They can be used at any stage of a class to provide an amusing and challengingrespite from other classroom activity and are especially useful at the end of along dayto send students away feeling cheerful about their English class".[26]

Games can be the media to teach vocabularies to young learners for some reasons.According to Wright, Bitteridge, and Buckby "games can be found to give practice

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[25]file:///D:/%5EDocuments/Downloads/baru%20jeje/Game%20-%20Wikipedia.html.Retrieved on January 21th 2018

[26]Harmer, j. *The Practice of Englih Language Teaching*. New York: Longman Essex. 2001.

inall the skills (reading, writing, listening, and speaking), and for many types ofcommunications (e.g. encouraging, criticizing, agreeing, explaining)".

Hornbyin advanced learners' dictionary of current English said that games:

1. From of play or sport with rules.

2. Children's activity when they play with toys, pretend to be somebody else.

The game is a competition and should be played in a lighthearted spirit. Games area also motivating, this game also helps to highlight some sounds, which may be particularly difficult for the students to hear and write.[27] Games offer students a fun-filled and relaxing learning condition. After learning and practicing new vocabulary, students have the opportunity to use language in a non-stressful way.[28]

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[27]Prasad, U. *Achieving communicative Competence in English. Retrieved January 25.2018.*http://www.thehindu.com/thehindu/edu/2003/07/29/stories/2003072900010200.htm.

[28]Uberman, A. 1998.*The Use of Games*.Retrieved. June 01, 2010.

According to definition above, the writer conclude that game is a play or competition to give the students a chance to learn, practice or review specific language material.

There are many factor consider while discussing games, one of which is appropriacy. Teachers should be very careful about choosing games, one to make them profitable for the learning process. If games are to bring desired results, they must correspond to either students' level or age, or to the material that is to be introduced or practiced. Not all games appropriate for all students irrespective of their age.[29]

Homophone Game is a word in which a player creates a sentence or phrase containing a pair or larger set of homophones, substitutes the homophone pair with another (usually nonsensical) pair of words, then reads the newly

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[29]Uberman, A. 1998.*The Use of Games*.Retrieved.January 25, 2018.

created sentence out load. The object of the game is for the other players to deduce what the original homophone pair.[30]

Homophone Game is a natural follow on from the homophone dictation and can be used to help the students practice and remember homophones. This game also helps to highlight some sounds which may be particularly difficult for students to hear and write.[31]

According to Gentry said Learning to spell is systematic and orderly. It progresses in stages, muchlike learning to speak does. Several developmental stages have been identifiedat the early levels of spelling. [32]Studies of children spelling errors indicate that the correct spelling of homophones ( word with the same pronunciation, but different meaning and spelling ) is a difficult task for many students.

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[30]https://en.wikipedia.org/wiki/Homophone. Retrieved. January 21, 2018.

[31]Shaun Dowling, https://www.teachingenglish.org.uk/article/homophone-game Retrieved on January 24 2018

[32]J. Richard Gentry, Ph.D, The Stage of Spelling development and The Research Behind Grade, 2007.,http://bpsassets.weebly.com/uploads/9/9/3/2/9932784/gentry.pdf Retrieved January 25. 2018. 8

Homophones are words that sound the same, but are spelled differently and mean different things. For example, "bear" and "bare" are homophones. The Homophone Games help students recognize homophones and their everyday occurrences in the English language. When tutoring or in-class work on homophones doesn't seem enough, try out a few different games for a fun yet educative approach to learning homophones.

Although spelling texts devote attention to instruction in homophones, there are considerable differences between programs in the specific homophones selected for instruction. In examination of seven elementary spelling series, the author found homophones common to all seven and only two pair common to six series. Some homophone that are frequently used in children's writing (e.g. heal/heel/, toe/two) appeared in the majority of series, while some frequently used homophones (e.g. for/four, its/ it's) appeared in only one or two, Gentry (1980:3)

Based on the explanation above, it can be conclude that by using Homophone Games in teaching English especially pronunciation help students in improving their pronunciation, because from good pronunciation they can understand what people said (native speaker), so they feel comfortable to speak up.

e. **How to Play Homophone Games**

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

a. Before giving the games, the teacher will explain to the students that homophones are two words that sound alike, but have different meanings, like "two" (the number between one and three) and "too" (another way of saying as well).

b. Students will be divided into small group that consist of 3 or 4 members. Every group has a leader who will choose the first player from his/her member.

c. The teacher will ask the students or first players to stand on a chair facing the board (about 3 or 4 meters).

d. The teacher will write the blank sentences and choices of homophone words e.g.

Fill in the blanks with the correct word:

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

Exercise :

1. I _____ an elephant at the circus last week.

2. Mom, may I go _____ the market.

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

4. I have _____ Pens.

e. The first player will run up to the board to answer the question by pronouncing.

f. The first player will be change by the second player until all the members will get chance.

g. The teacher will give the point for the group who can answer the question truly.

h. The winner is the highest point

### d. Advantages and Disadvantages of Games

Gaming fits well in nursing education as a strategy to promote active learning.[33]suggested that serious play is a form of active learning that is intensive and consists of both cognitive and physical components. Games serve to reduce boredom of students in the classroom; promoting engagement in active learning leaves little time to be bored. Both formats of gaming activities tend to show learning benefits because of the active learning components that are present in. Games that bring out these higher level thinking skills are becoming more popular, although more research and scientific assessment is necessary to measure their overall effectiveness since they are still relatively new.[34]

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[33]Rieber and Matzko, (2001) *Annual Review of Nursing Education Volume* 3, 2005: Strategies for Teaching, Assessment, and Program Planning.

[34]Teschner, RV., & Whitely, M.S. (2004). Pronouncing English: A stress-based approach with CD-ROM. Washington , DC: Georgetown university Press.

Multi disciplinary exercise have an additional advantages in that they can provide a situation in which participants with expertise in different subject areas have to work together effectively in order to achieve a common end. Interpersonal skills of this type are very important in later life, and constitute an area of education and training in which the multidisciplinary simulation and game may well be only means of providing practical experience in a school or college environment. Finally, one universally observed advantage of game or simulation or case study techniques is that pupil involvement and motivation are very high, features that are particularly beneficial when using these techniques with the less able. In addition approach, most participants find the approach extremely enjoyable.

The games asks learners to act out and communicate is a main factor in all language learning strategies, using homophone games" to make their classes more communicative have a much greater chance of succeeding

improve their pronunciation. A game is an activity with rules, a goal and element of fun.[35]

**The advantages of games :**

1. The game makes the reasons for speaking plausible event to reluctant students

2. Event shy students can participate positively

3. Through playing games, students can learn English the way children learn their mother tongue without being aware they are studying; thus without stress, they can learn a lot.

4. Games can be interactive and encompass many different learning factors at once.

**The Disadvantages of Games :**

1. If games are already familiar or boring, students might not get equally involved.

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[35]Hadfield, Jill. (1998). *Elementary Vocabulary Games.Harlow* : Pearson Education Ltd.

2. Discipline issues, learners may get excessively noisy

3. There are some materials of study could not be communicated by games

4. Generally, 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.