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UNIVERSITAS NEGERI SEMARANG

HOMOPHONE GAME AS A MEDIUM TO IMPROVE STUDENTS' PRONUNCATION SKILL

(A Case of Eighth Grade Students of SMP N 1 Pegandon in the Academic Year 2018/2019)

a final project

submitted in partial fulfillment of the requirements

for the degree of *Sarjana Pendidikan*

in English

by

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DECLARATION OF ORIGINALITY

I, Dian Novitaningtyas , hereby declare that this final project entitled *Homophone game as a Media To Improve Students' Pronunciation Skill(A Case of Eighth Grade Students of SMP N 1 Pegandon in the Academic Year 2018/2019)* is my own work and has not been submitted in any form for another degree or diploma at any university or another institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

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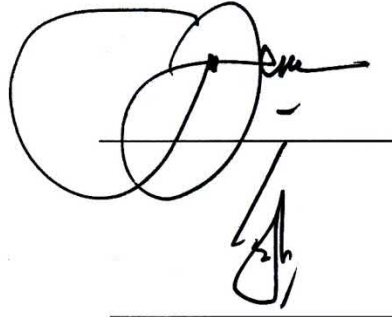Dian Novitaningtyas

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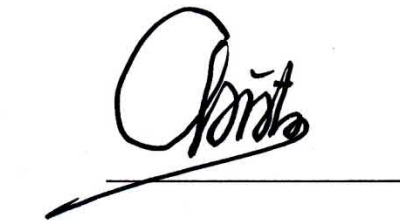
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MOTTO AND DEDICATION

A girl should be two things: classy and fabulous.

(coco chanel)

This final project is dedicated to:

My beloved parents

My brothers

My beautiful grandmother

My dearest friends

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First and foremost, the writer would like to express her deepest gratitude to the Almighty Allah SWT for the endless blessing and mercy given during the accomplishment this final project.

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ABSTRACT

This study aimed to investigate the use of Homophone game for improving students' pronunciation skill. There were two classes on this study, the experimental class was taught by Homophone game and the control group was taught by conventional teaching. The subject of this study was the seventh-grade students of SMP Negeri Pegandon in the academic year 2017/2018. The instrument used to obtain the data were pre-test and post-test. The data were gathered and calculated using Ms. Excel. The result of the study revealed that Homophone game could improve students' pronunciation skill by significant improvement of the students' achievement. The resulting analysis of the quantitative data shows that the improvement of the experimental class is 21% for pronunciation and 20% for fluency. On the other hand, control class only got improvement score of 8% for pronunciation and 11% for fluency. It means that there is a significant difference between students who were taught by Homophone game and those who were taught by conventional teaching. In addition, the analysis of the questionnaire shows that students were interested in Homophone game for learning pronunciation (60%). They recognize that the use Homophone game made them enjoy for improving their pronunciation skill. Thus, the analysis reveals that the Homophone game effective for teaching pronunciation.

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CHAPTER I
INTRODUCTION

1.1 Background of Study

Understandable pronunciation is one of the basic requirements of learners' competence and it is also one of the most important features of language instruction. "Good pronunciation leads to learning while bad pronunciation promotes to great difficulties in language teaching" (Gilakjani, 2016, p.1). Although the role of the English pronunciation is important in English language, many teachers do not pay enough attention to this important skill. Teachers pay enough attention to grammar and vocabulary in learning a foreign language and they help learners become skillful in listening and reading. Secondly, the majority of teachers think that pronunciation study is too difficult and monotonous for learners. "Generally, pronunciation plays an important role in helping the learner become an intelligible speaker" (Morley, 1998, p.20).

> Research has shown that a command of native or close to native pronunciation of a foreign language is not easy, especially for learners who begin studying a foreign language after puberty time (Lenneberg, 1967, p.176).

Although non native pronunciation and intonation is not necessarily obstacle to successful communication with English speakers from other parts of the world, "too much accented or distorted speech will frequently give rise to misunderstanding, miscommunication and frustration" (Lu, 2002, p.36).

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Generally, many learners of English as a foreign language face difficulty in pronunciation. The difficulty of pronouncing foreign sounds encountered by student in learning a foreign or second language and the target language. For several learners, producing plosive sounds is difficult. It may be caused by their culture and behavior in their first language.

According to Ramelan (1977),

The degree of the difficulty in learning is also determined by the degree of similarity between the two languages. The greater the similarity between them, the easier it would be for the students to learn the language (p.9)

That is why many Indonesian students find it difficult to learn some English sounds as they do not find the English sound features in their own language and also because they have not been trained to produce this new set of sounds. The habits of speaking their native language have quite strongly been built up. Establishing new ways of hearing new sounds and new ways of using speech organs and new speech habits is a way to solve the problem of English pronunciation.

The way of teaching pronunciation to young learner is not the same as teaching pronunciation to adult learners. They have different motivation and characteristic. It will be difficult when the teacher cannot motivate young learner intensively. Through motivation from their teacher, it will increase their interest to learn better. To find out the best techniques for teaching young learners need an intensive analysis, especially for the teacher. They should create an alternative of

techniques to teach young learners in order to make them interested to what they are going to learn and avoid boredom.

Unlike adults, "children are not self-motivated and do not have an immediate need to learn English" (Hellay, 1971, p.1). They are not concerning with job or university degree that requires knowledge of English. Their daily games, events of interest to them, new knowledge may ask.

There are several media of teaching.

Classify them into six general categories. They are still pictures, audio recording, motion pictures, television, real things simulation and models, programmed and computer – assisted instruction programs Media such as puppets, cartoon films, tape recorder, radio, television, computer, are useful to achieve the instructional goals of teaching and learning process, and they can also be easily found in our daily lives.(Gerlach and Elly, 1980, p.247).

There was a research that conducted by Nakai (2014) about homophone effect toward L2 spoken word. The writer found that homophone helped the student to speak English well. Having understood that young learner is paying short attention and concentration in a learning process, it is better to provide something playful to them. Some researches about improving pronunciation for the students have been conducted by the writer before using any media. There were some researchers using music as a media. Arjomad (2015) used music for improving pronunciation, Kabooha (2016) also used music for pronunciation and Stancula (2015) used song as media for improving pronunciation. On the other hand, some researcher used games for treatment in pronunciation. Nurhayati (2015) used *go fish* game and *maze* game for

pronunciation and Trang (2015) used *vowel* games for increasing pronunciation. However, few studies have done improving students' pronunciation skill by using Homophone game. Therefore, the writer was interested in using Homophone game to improve students' pronunciation. Homophone game is game which provides words that almost similar and it also provided how it is pronounced. It is like "meet" and "meat", "steal" and "steel" and so on. Using this media is hoped the students can enjoy teaching and learning processes and can memorize the pronunciation of the word easily. It is supported by Zirawaga (2017, p.56) "the use of games in education aims to help students remember what they have learned as active participation is encouraged".

1.2 Reasons for Choosing the Topic

Some reasons why the writer chooses the tittle "Improving Pronunciation Skill of Student in Pegandon Junior High School Grade VII through Homophone games" are:

1) Pronunciation is one of important part in learning English because if the students are wrong in pronouncing the word, it will make different meaning or perception to the listeners.

2) Generally, children like games. So through games is hoped the student are motivated to learn pronunciation and to memorize pronunciation of the word easily. Furthermore, through games the student is hope more relax and fun in learning English.

1.3 Research Questions

This study sought to answer the following questions:

1. What is the level of the students' improvement in learning English word pronunciation by using Homophone game?

2. What are the students' attitudes towards the use of Homophone game for improving their pronunciation?

1.4 Objective of Study

The intention of this experimental research is to find out whether teaching English word using Homophone games can improve the student pronunciation skill and to know the s.tudents' attitudes towards Homophone game for improving their pronunciation.

1.5 Significance of Study

Based on basis of the objective above, the significance of the study can be stated as follows:

1) For the students, the Homophone game is hoped more motivate the student to learn how to speak the word in English well. So the student more enjoyable to learn English in further.

2) For the teacher, to provide new teaching and learning method for English subject in Junior High School.

3) For the writer is hoped the result of the research can be used as references for further research.

1.6 Outline of the Report

The writer organizes this research outline to make readers easier to understand. The following shows the content covered in this research. Chapter I is introduction. This chapter explains about general background of the study, reasons for choosing the title, statement of problem, objective of study, significance of study and the outline of report. Chapter II presents review of related literature. It covers previous researchers and review of related theories. The first part below is explaining review studies of pronunciation and the second is review of theoretical background. Chapter III discusses the method of investigation, which consists of subject of the study, procedure of data collecting, instrument of the study and procedure of data analysis. Chapter IV discusses the analysis of the research, and Chapter V draws some conclusion and suggestions.

CHAPTER II
REVIEW OF RELATED LITERATURE

In this chapter, the writer presents review of previous studies of pronunciation that have been conducted by previous researchers, review of related theories. The first part below is explaining review studies of pronunciation and the second is review of theoretical background.

2.1 Review of the Previous Studies

Learning to pronounce words correctly and fluently is an important language skill. That is why there were many studies conducted with the purpose of revealing the students' mastery in homophone.

This study was conducted by Calacouris (2010), he studied about how sentence context affected activation of homophone at Macquarie University. This study used eye tracking to measure the effects of sentence context on the unfolding process of spoken word identification. It is unclear from previous research whether sentence context affects the processing of spoken words and whether the effect is immediate or delayed.Participants tended to look at objects corresponding to both meanings of the homograph, even when the sentence context was biased towards one interpretation. Results showed there was difficulties processing in context of language.

This study also was conducted by Nakai (2014), he studied about a prerequisite to L1 homophone effects in L2 spoken word recognition.The Greek and Japanese participants were recruited through advertisements asking for native speakers of each language who had mainly grown up in Greece or Japan, but had lived in an English-speaking country (or countries) for at least six months, and had no history of speech or hearing problems. Results suggest that spurious activation of L2 words containing L2-specific contrasts in spoken-word recognition is contingent on the L2 listeners' inadequate phonetic processing abilities.

Then, Ali (2015) said in his research to measure the influence of a language course on the elimination of pronunciation problems of English vowels that are experienced by Saudi students as a result of a complex letter-sound relationship. The course was intended to boost the students' awareness of the letter-sound relation of English vowels. The course comprised language items such the nature, classification and letter-sound relationship of vowels reinforced by practice activities.The participants of the study included the students of English, at Al Baha University who do not have any kind of exposure to native English. In the tests, students were asked to pronounce words making advantage of deciphering and pronunciation abilities they developed after the course. Results revealed that the pronunciation of English vowels of Saudi students improved with respect to English vowel on monosyllabic and disyllabic words probably due to the language course. However, they have difficulty pronouncing deciphering vowel sounds in multi syllabic words. Although the course

delivered is crucial for the improvement of learners' vowels pronunciation, listening practice will probably form a robust strategy in accomplishing the learners' awareness of pronunciation.

Then, one of studies about pronunciation was about students' error in pronouncing English voiced stops in word final position. This study was conducted by Muis (2008), his object study was the tenth grade students of SMA Al Asror Patemon Gunung Pati Semarang. He found out that the students had problems in pronouncing English voiced stops. He analyzed the students' mastery in pronunciation using Tinambunan's criterion. Then, the percentage showed that the students are still poor in pronouncing English voiced stops in word final position (because only 435 out of 990 utterances were correct), they faced difficulty in pronouncing the sound.

The other research by Tominaga (2009) the subjects were 24 junior high school students, who were selected through a 2004 Intra-school English recitation contest. Their pronunciation was tape-recorded and evaluated by three of Assistant Language Teachers (ALT). The subjects responded to a questionnaire regarding the history, environment, and strategies of their English learning experience. The results indicate that formal instruction at school did not contribute much to their acquisition of pronunciation, and that they made the best use of the opportunity outside the school to motivate their learning. The comparison with the eliminated subjects showed that the Successful Pronunciation Learners (SPL) outstood them in terms of

attitude and motivation. Also some differences of effective factors were found between the learners in junior and senior high school.

The other research was conducted by Febriani (2007), on the eleventh grades of language class of SMA Kesatrian 1 Semarang in the academic year of 2006/2007. It was about an analysis of students' pronunciation of weak forms of function words. Based on the research, most of those students in SMA Kesatrian were not able to pronounce the word properly (26, 96%). She also used Tinambunan's criterion of mastery level.

Then, Shima (2005) in this study, a compact but effective Internet-based support system was designed for Japanese English learners to improve their English pronunciation. The system provides several interactive methods for users not only to learn pronunciation from the sample data of native speakers, but also to discover and evaluate their own specific pronunciation problems, and then improve their pronunciation with the help of the system. The system is real-time, Internet based, and the pinpoint feedback from the system after it has analyzed the user's input sounds, will appear in human teacher-like natural language, rather than impersonal scores or abstract bar graphs which appear in other systems. The writer present system focuses on pronunciations that are often problematic for Japanese learners of English.

The next research was done by Kusumaningrum (2008). It was about students' ability in pronouncing weak form of English word at the sixth semester

students of English Department of Semarang State University in the academic year of 2007/2008. She used Gronlund Criterion Referenced Grading (1981, p.527) to interpret student's mastery. Based on Gronlund's criterion, the students' mastery in pronouncing is weak forms of English function words as unsatisfying because this was 20.97% or the lowest grade in the criterion.

Then according to Tergujeff (2013) reported on an interview study with EFL learners that aimed to explore learners' perceptions and views on English pronunciation teaching. The participants of the present study were ten EFL learners studying in the public educational system of Finland. Six of the participants were pupils attending basic education class nine, i.e. 15- to 16-year-old lower secondary level pupils. Two were primary level pupils attending basic education class four (aged 10), and two were upper secondary school pupils (aged 18). The interviews were thematic, and the learners were encouraged to speak freely about the English pronunciation teaching they were receiving and their opinions on this.

The results of the present study imply that more attention could be paid to pronunciation at the lower and upper secondary levels. According to the learners, it is not sufficient to focus on pronunciation at the primary level only; instead, they would like to see a continuation of pronunciation teaching at the later stages. The major role of textbooks in teaching imposes pressure on them, as there is a risk of language items being left out of the teaching if they are not dealt with in the textbook. Teachers could also pay more attention to opportunities for learning pronunciation outside of

the classroom, and try to build bridges between learners' leisure and classroom activities. After all, many of the learners interviewed for the present study indicated that they had learnt English pronunciation outside school.

The last research is done by Nakazawa (2012) this is a preliminary report of a study pertaining to the effectiveness of specific training in pronunciation and intonation for students studying Japanese as a foreign language at university. The study involved weekly sessions across a 1 month period for volunteer participants interested in improving their pronunciation. Each session was conducted workshop-style in a small group headed by a native speaking instructor. Two groups of students were involved. Only one group was provided with a supplementary 'pronunciation-check' computer program. The study focused on those specific aspects of Japanese pronunciation and intonation considered especially problematic for native English and Chinese speakers. The result was that consistent input concerning correct pronunciation and intonation with focused instruction is provided, and that if a learner's pronunciation is not intelligible, constructive feedback is given. Focused instruction is needed to teach learners to be attentive to their pronunciation and intonation. Although the contextual environment and requirements of an institution make the realization of these suggestions difficult, it is worth trying to provide focused instruction for a short time within a classroom situation, together with the use of a suitable supplementary tool, such as a computer program. For the effective use of such a computer program, reliable and prompt technology assistance and support

systems in setting up the program is of course indispensable in the institutional context.

Finally, those researches about pronunciation suggested that student of junior and senior high school still have less ability in mastering English pronunciation. They mispronounced many English words being tested

2.2 Review of Theoretical Background

In this particular part of the second chapter, the writer would give a brief explanation about analysis, pronunciation theories

2.2.1. Definition of Pronunciation

According to Oxford Advanced Learner's Dictionary (2005, p.1164), pronunciation is "the way in which the language or a particular word or sound is pronounced". Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language.

Then, according to Seidlhofer in Celce-Murcia (1996, p.117) "pronunciation is never an end in itself but a means of negotiating meaning in discourse, embedded in specific socio-cultural and interpersonal contexts". From various definitions above,

I can draw a definition that pronunciation is the production of the sounds of a language, in this case English, and how they impact on the listeners.

In Dalton and Seidlhofer (1994, p.52) opinion there are six communicative abilities related to pronunciation:

(1)   Prominence: how to make salient the important points we make

(2)   Topic management: how to signal and recognize where one topic ends and another begins.

(3)   Information status: how to make what we assume to be shared knowledge as opposed to something new.

(4)   Turn-taking: when to speak, and when to be silent, how (not) to yield the floor to somebody else.

(5)   Social meanings and roles: how to position ourselves in terms of status, dominance/authority, politeness, solidarity/separateness, and sixth, degree of involvement: how to convey our attitudes, emotions, etc.

From the text above, we know that pronunciation is very important for people in their communication. Using good pronunciation, the message can be delivered well to the listener.

2.2.2.   *Problem in Pronunciation*

Pronunciation can help learners to speak English well, but when learners learn English language they have not received much information to understand pronunciation that needed in communication. So, some problems appear. First

problem comes from individual sound. Sound or phonemes were made up by word and sentence. Both word and sentence should be combined so it will have word and phrase. For example: the phonemes /k/ for c in word can and /æ/ for an in can and /t/ for tooth are just sound, but when we put that phonemes together we will get /kæt/ = cat that recognizable a word. That problem comes from the learners that hard to eliminate. All the learners that have different background in first language will have different problems, representing the contrast between the first and second language.

Moreover, according to Ramelan (2003, p. 6), there are some reasons for pronunciation problems, they are caused by:

(1) the existence of a given sound in the latter, which is not found in the former and the foreign sound is thus completely new to students; for instance, [tʃ] in "cheap", [dʒ] in "jewellery", [ð] in "feather", [ʒ] in "measure", and [ʃ] as in "she".

(2) Sounds having the same phonetic features in both languages but differ in distributions. In English those stops occurs in utterances initial, medial, and final position. The words final position b, d, and g in Indonesian such as in sebab, abad, grobag, but they are pronounced as „voiceless stops‟ that is [p], [t], and [k] respectively. Therefore, Indonesian learners usually do not make any distinction between bed and bet, pig and pick, cab and cap.

(3) Similar sounds in the two languages which is differ only slightly in their phonetic features; such as in tea, she and chain.

(4) Sounds that have the same qualities in both languages may constitute some learning problems if they occur in a cluster or sequence of sounds; for example, twelfth [twelfθ], world [wə:rld], and strength [streŋθ].

2.2.3.   Phonetic and Phonology

There are two sub disciplines in linguistics which deal with sound, namely phonetics and phonology. Phonetics provides objective ways of describing and analyzing the range of sounds humans use in their languages. More specifically, articulator phonetics identifies precisely which speech organs and muscles are involved in producing the different sounds of the world's languages. Those sounds are then transmitted from the speaker to the hearer, and acoustic and auditory phonetics focus on the physics of speech as it travels through the air in the form of sound waves, and the effect those waves have on a hearer's ears and brain. It follows that phonetics has strong associations with anatomy, physiology, physics and neurology. The study of the ways in which speech sounds form systems and patterns is Phonology, and Phonetic is the study of speech sounds which are known more technically as phones.

O'Connor (1973, p.227) said that "phonetics is the branch of linguistics which studies the sounds of language". This definition provides clear information about phonetics. There are two important keys in phonetics based on this definition, phonetics is branch of linguistics and phonetics studies sounds of language. Phonetics is the study of how sounds are produced and how the position of the mouth

can be changed to produce different sounds. In the previous definition, O'Connor stated that phonetics is a study of sounds. (Peter and Susan) give clearer definition. According to them, phonetics is study of how sounds are produced and the position of mouth when the sounds are produced. Meanwhile, according to Bowen phonetics refers to any learnable aspect of use of the vocal apparatus (1994, p.33).

Brown (1975, p.38) said as follows

The studies of human speech are the units, nature, structure and modification of language. languages or a language including especially such factors as phonics, phonology, morphology, accent, syntax, semantics, general of philosophical grammar, and the relation between writing and speech. The term Phonology is often associated with the study of this 'higher' level of speech organization. Thus phonology is often said to be concern with the organization of speech within specific languages, or with the systems and patterns of sounds that occur in particular languages.

On this view, a general description of how vowel sounds and consonants can be made and perceived might be the province of phonetics while the analysis and description of the English vowels right be assigned to phonology. But both phonetics and phonology have been variously defined and it is impossible to consider such definitions without touching on fundamental questions about the nature of reality and its scientific exploration.

2.2.3.1. Phonemes

Phonemes are the unit of sound in a specific language that has different sound with the other language. Even people have differences in articulate sounds; we can still describe how they produce the sounds. Then, phonemes is connected between sounds and meaning. Phonemes consist of two categories: consonants and vowels.

1) Consonants. Consonants are a speech sound that is not vowel. In this situation, change one consonants with another is possible to make the communication breakdown than wrong vowel. There are three kinds that distinguish in consonants: voice, tongue shape, and articulator.

   a. Voice: Vocal cords can be narrowed along their entire length so that they vibrate as the air passes through them.

   b. Tongue shape: extremely mobile and can take up many positions to change the size and shape of the mouth, thus affecting sounds.

   c. Articulator: Any vocal organ that takes part in the production of speech sound. Such as: tongue, lips, etc; those that can move, and teeth, the hard palate, etc; that remain fixed. There are 24 consonants in English, namely:

Table 2.1

English consonants

Classification of NAE Consonant Phonemes							
Manner of Articulation	**Place of Articulation**						
	Bilabial	**Labiodental**	**Dental**	**Alveolar**	**Palatal**	**Velar**	**Glottal**
Stop Voiceless Voiced	p b			t d		k g	
Fricative Voiceless Voiced		f v	θ ð	s z	ʃ ʒ		h
Affricate Voiceless Voiced					tʃ dʒ		
Nasal Voiced	m			n		ŋ	
Liquid Voiced				l	r		
Glide Voiced	w				y		

(Adopted from Ramelan, 1977: 23)

Some of consonant are use vibration when pronounce or called voiced, and the other is not used vibration in pronounce words, called unvoiced. This is some examples of voiced and unvoiced words. Examples:

Voiced	**Unvoiced**
z zoo	s Sue
b bill	p pill
g goat	k coat

From the consonants above, the unvoiced are p, t, k, f, s, ʃ, tʃ, θ, and h, and voiced are b, d, g, dʒ, v, ð, z, ʒ, m, n, ŋ, l, r, y, and w. According to the place of articulation, the consonant can be divided into:

Bilabial : the sound produced by the meeting of two lips, the upper lip and the lower lip. Such as [p], [b], [m].

Labiadental : the sound produced by the meeting between upper teeth and lower lip. Such as [f] and [v].

Dental : the sound produced by inserting the tip of the tongue between the teeth.

Alveolar : The tip of the tongue is raised and touches the ridge

Palate-alveolar : It produced by raising the front part of the tongue to the palate

Velar : It produced by raising the back part of the tongue to the soft or the velum

Glottal : a narrowing causing friction but not vibration, between the vocal cords.

The illustration of consonant sound based on the place of articulation is below

Figure 2.2Place of articulation
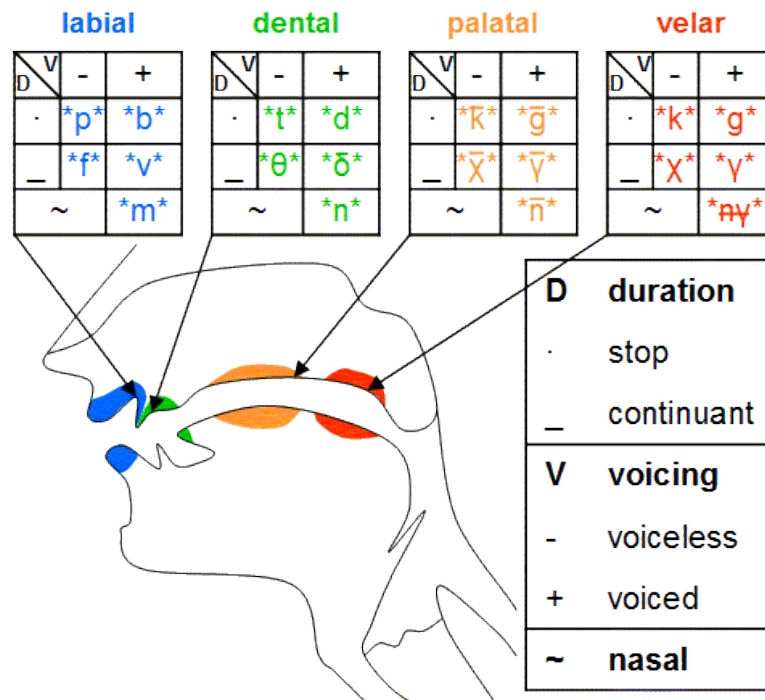
(Adopted from Lu, 2002:56)

2.2.3.2.   Vowels

Vowels are speech sounds that derived by vocal cord. Vowels are articulation that happens when a voiced airstream shaped by using the tongue and the lips to modify all of shape of the mouth. The number of vowel that used in any particular language is small but actually the possible number of vowel is large. The linguist made some analyses of English vowels. The different number of vowel recognized that the different symbols and combination represented of vowels and used different term to describe them. There are two reasons different analyses of English vowel:

a. Different dialect has influence in system of vowel. The different dialect is not a big problem in communication with English speakers, but it can be noticeable.

b. The linguists have the important of different feature, such as: physical feature. Diphthongs are part of vowels. Diphthong is a sound that occurs by the movement of one vowel to another. This table will show the examples of vowels and diphthongs. Examples of vowel and diphthongs

Table 2.3

Diphthongs sound

American English Diphthong Sounds					
aʊ	Oʊ	ɔɪ	ɑɪ	eɪ	ju
brow	drone	oil	mine	eight	cute
house	hole	destroy	height	wave	refuse
south	don't	appoint	trifle	bathe	beauty
now	though	foyer	buy	lady	huge
out	coat	noise	die	crazy	stupid

(Adopted from Ramelan, 2003:30)

2.2.4.   Teaching Pronunciation

Learning pronunciation is a very complex task. The process of learning pronunciation can be facilitated if the task is structured. In this process, teachers 'and learners'role is important, both of them is involved. The teachers' roles are helping learners hear and make sounds. In the helping learners hear, teacher need to check what the sounds that learners get and hear. Learners are able to imitate new sounds. But, if they cannot teachers help them to giving some sign that can help them to make the new sound. In teaching learning process, learners only respond what the teacher asks. If learners no take action and no try to realize their effort, the improvement of them is minimal.

Learning English language with teaching media like audiovisual will bring students easy to learn and make students interest. The pronunciation teacher should be a good model to the students, otherwise; the students will imitate bad pronunciation and lead making mistakes. Teacher should produce the accurate sounds and their productions of speech to the students in order to make the students really understand about how correct pronunciation is produced. Harmer (2000, p.250) stated that

Concentrating on sounds, showing where they are made in the mouth, making students aware of where words should be stressed- all things give them extra information about spoken English and help them achieve the goal of improved comprehension and intelligibility.

Teaching pronunciation is teaching about aspects that influence meanings of sentences through segmental phonemes. It is important to teach, because pronunciation is a basic sub skill in speaking. Therefore, good pronunciation avoids misunderstanding in communication. When people say, for example, "soap" in a situation such as a restaurant where they should have said "soup," the inaccurate production of a phoneme can lead to misunderstand. It happens because Indonesian students have difficulties in pronouncing English words due to influence of students' seventh language and environment.

2.2.5. *Games in Language Learning*

Sudiargo (2003, p.14) said that "language games have become more widely used in recent years". He mentions two reasons. Firstly, research on language learning has revealed that students' motivation and affective atmosphere in the classroom have great influence in the acquisition of language competence. Secondly in games there is real communication. If a game works properly, it will stimulate within the students 'desire to communicate in target language.

Furthermore, a game can help those who play to develop their inner self, help them relate to others more efficiently and cooperatively, train them in creative freedom as they feel less embarrassed or afraid and become more self-confidence, and finally bring them and facilitator closer, which eventually "help to lower the tension and anxiety that prevent students from acquiring the language" (Sudiargo, 2003, p.16).

Rixon (1996, p.89) also defines that "the aim of the games is often to get students talking to one another rather than always addressing their remarks to the teacher or having him mediate what they say to one another". He further mentions that all teachers must have had experience of the students who refuse to look at anyone other than the teacher even when he is asked to say something to one of his classmates. Although games can be used to practice language items at certain stages in the acquisition process, the main aim of the games should be to develop communication skills. Thus, games will cease to be just a reward or relaxer after working hard on other aspect of the course, and will come a stimulating and interesting way to help students acquire the target language without even realizing it. Based on the explanation above it can be concluded that games provide an enjoyable atmosphere, a situation in which communication is essential, and a distraction from the study of the language itself.

Talking about the technique of using games in class, teachers should know some important considerations in conducting games in class (Sudiargo, 2003, p.14) in the following:

(1) Games should be flexible.

(2) The teacher should pay attention that the focus of the games is not competition.

(3) The teacher should avoid games that cause individuals to be singled and embarrassed in front of the groups or peers.

(4)   It is essentials that the errors made by the poorer pupils attempting to their participations are not analyzed in detail in the form grammar lesson.

(5)   The main aim of the game should be to develop communication skills; talking about the technique of teaching games in class we often relate them to its procedures. We all know that every game has its own procedures.

(6)   The teacher should be able to choose appropriate and good games for his students.

(7)   The teacher should explain the rules of games as clearly as possible.

(8)   Try to imagine the game into the lesson.

(9)   Learners reluctant to participate might be asked to act as a judge or scorers.

(10) It is advisable to stop a game and change to something else before the learners become tired of it.

(11) The teacher should never interrupt a game which is flowing successfully in order to correct a mistake in language use.

(12) The teacher should set a limit of time.

CHAPTER V
CONCLUSION AND SUGGESTION

In this chapter, the writer presents some conclusion and suggestion based on the data analysis in the previous chapter. Hopefully, the conclusion and suggestions can be useful for the teachers and the students of Pegandon Junior High School in particular, and for the readers in general. In addition, it is expected that the conclusions and suggestions presented in this chapter can give many contributions to improve students' pronunciation skill.

5.1.   Conclusion

This study analyzes Homophone game as a media to improve students' pronunciation skill by conducting two kinds of test for two groups, experimental group and control group, and a treatment for experimental group. The writer obtained the data which have been analyzed in the previous chapter.

The first, based on the data analysis presented in chapter four, the writer found that the student' pronunciation skill in experimental group before getting treatment is 64.8 for pronuciation and 64 for fluency. After the students got treatment using Homophone game, score of students' pronunciation skill is 85.6 and 84 for fluency. So the improvement of students' pronunciation skill is 21 % and 20% improvement for fluency. The number shows that the level of students' pronunciation skill after getting treatment is in satisfying level. It can be conluced that there were and

increasing significantly for the students' pronunciation skill.Beside, for the control group, the student got score 65.1 for pronunciation and 62 for fluency. Control group did not get treatment using *Homophone game* like experimental research. The student olny taught through conventional teaching. So that there were no media to support them in increasing their pronunciation. The data showed that students' score for post-test is 73.1 for pronunciation and 73 for fluency. The differentiation was not to far than score in pre-test. There was only 8% improvement for pronunciation and 11% for fluency. Based on the result of analyis above, it can be conclude that the students' pronunciation skill improvement in experimental group is much better than in control group. It cause the students in experimental group feel comfortable learning pronunciation with Homophone game and their strees is reduce indirectly. So, teaching and learning process is going well.

The second, the students attitudes toward Homophone game was amazing. They were excited when they were taught using Homophone game. From the result questionnaire on chapter four, most of the student felt if they learned using Homophone game, they can made stress away and increased their enthusiasm in learning pronunciation. They thought if Homophone game is one proper media to learning process because they can used it every where and every time or borderless. It also made students easier to understand the differences words in English. So, Homophone game is very helpful for the students to increase their pronunciations skill.

5.2. Suggestion

The result of the study revealed that Homophone game has more contribution to help students increasing their pronunciation skill. Based on the data, the students who got treatment using *Homophone game* can improve their skill significantly that the students who do not get treatment using *Homophone game*. In connection with this case, the writer would like to give some suggestions for both teacher ans the students.

In teaching and learning process, teachers play an important role that is to guide the students. In teaching English, the teachers should give the right model of how to communicate in English well, especialy in pronuncing the word. It is aimed the message of the communication can be delivered well. In modern era, the students is prefer using new innovation for supporting their study. So that, the teacher have to follow the globalization. The teachers have to provide fun media to the student because using new media, the students are more active in teaching and learning process. Beside, using media make the students easy to undersatnd the material and make strees away.

It is also important that the students be responsible in studying seriously and have strong motivation to learn English. The students also have to strong motivation to learn English. In learning how to pronunce English words correctly. The students need to pay attention to the model given by the teachers. It will aslo be beneficial if

the student can practice what have been modeled by the teachers. From that way, the students can improve their pronunciation skill.

On the other hand, the writer realized that this research had not been done optimally. There was obstacle faced during the research process. The an obstacle was by the limitation of the research. Those were the time of research. The writer just have six meeting to do this reseach. The first and second meeting was pre-test in experimental and control group. The third and fourth meeeting was teaching activity by using Homophone game for experimental group and conventional teaching for control group. And the fith and sixth was post test and questionnaire. Since the time of the writer do this research was limited, the solution of the general problem in students' pronunciation was not included in this research. So, the writer hopea that a future researcher can do in depth research in students' pronunciation skill and can find new method or media which can support students' ability especially in their pronunciation.

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