

**TEACHING PRONUNCIATION BY USING *HOMOPHONE* GAMES FOR
JUNIOR HIGH SCHOOL STUDENTS**

PAPER

Submitted as Partial Fulfillment for Getting Strata One (S1)



Written By:

FEBI MEILINA YOLANDA

17365/2010

Advisor:

Drs. Don Narius, M.Si

ENGLISH DEPARTMENT

FACULTY OF LANGUAGE ND ART

STATE UNIVERSITY OF PADANG

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HALAMAN PERSETUJUAN MAKALAH

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for Junior High School Students

Nama : Febi Meilina Yolanda

Nim/ BP : 17365/2010

Program Studi : Pendidikan Bahasa Inggris

Jurusan : Bahasa dan Sastra Inggris

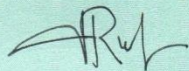
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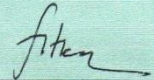
Ketua Jurusan

Dosen Pembimbing



Dr. Refnaldi, S.Pd, M.Litt.

NIP. 19680301.1994031.1.003



Drs. Don Narius, M.Si.

NIP.19551011.198503.1.003

HALAMAN PENGESAHAN LULUS UJIAN MAKALAH

Dinyatakan Lulus Setelah Mempertahankan Makalah di Depan Tim Penguji

Program Studi Pendidikan Bahasa Inggris

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Fakultas Bahasa dan Seni

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**TEACHING PRONUNCIATION BY USING HOMOPHONE GAMES FOR JUNIOR
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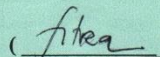
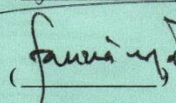
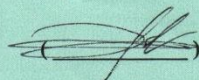
Nama : Febi Meilina Yolanda
NIM/BP : 17365/2010
Pogram Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, Agustus 2015

Tim Penguji

Tanda Tangan

- 1. Ketua : Drs. Don Narius, M.Si.**
- 2. Anggota : Dra. An Fauzia Rozani Syafei, M.A.**
- 3. Anggota : Havid Ardi, S.Pd, M.Hum.**

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UNIVERSITAS NEGERI PADANG
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JURUSAN BAHASA DAN SASTRA INGGRIS

Jl. Belibis. Air Tawar Barat. Kampus Selatan FBS UNP. Padang. Telp/Fax: (0751) 447347

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Saya yang bertanda tangan di bawah ini:

Nama : Febi Meilina Yolanda
NIM/TM : 17365/2010
Program Studi : Pendidikan Bahasa dan Sastra Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : FBS UNP

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Diketahui oleh,
Ketua Jurusan Bahasa dan Sastra Inggris

Dr. Refnaldi, S.Pd, M.Litt.

NIP. 19680301.1994031.1.003

Padang, 15 Februari 2016

Saya yang Menyatakan



Febi Meilina Yolanda

NIM/BP: 17365/2010

ABSTRAK

Yolanda, FebiMeilina. 2015. **Teaching Pronunciation by Using Homophone Games For Junior High School Students.** Makalah. Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni, Universitas Negeri Padang.

Dalam pengajaran bahasa inggris guru harus kreatif dan inovatif untuk membuat pelajaran menjadi menyenangkan. Salah satu cara yang bisa digunakan yaitu menggunakan *Games*. Dalam pengajaran, banyak jenis permainan (*Games*) yang dapat digunakan, salah satunya “Homophone Games”. Penggunaan games ini sangat mudah, sebelum memulai pelajaran guru sudah menyiapkan sejumlah kartu kosa kata dan 4 buah kartu *Bingo* yang berisi kalimat dengan satu bagian yang rumpang. Selanjutnya, guru membagi anak kedalam 4 kelompok dan setiap kelompok akan diberi 1 buah kartu *bingo*. Guru meminta semua grup duduk melingkar dan berhadapan antar grup, lalu meletakkan setumpuk kartu kosa kata terbalik di tengah mereka supaya mereka tidak dapat melihat kata tersebut. Guru akan meyuruh anggota grup satu persatu untuk mengambil kartu, mengucapkan kata itu dan mencocokkannya dengan kalimat di *Bingo Card* jika mereka mendapatkan jawabannya mereka harus menandai kartu mereka. Siswa melakukan itu sampai mendapatkan 3 buah *Bingo*. Setelah menemukannya semua siswa didalam grup harus menghafal dan mengucapkan *Homophone Words*, dan grup yang tercepat akan mendapat hadiah.

Kata kunci :Pengucapan, Mengajarkan Pengucapan, Permainan, “*Homophone Games*”

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Padang, Februari 2016

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is one of the crucial parts in the process of learning English because in our daily interaction most of our activities happen through speaking, it becomes our tools to communicate with other people. When people have good speaking skill, they will get good impression from the listeners and make them understand what the speaker talk about. Consequently, developing speaking skills is very important for all learners in order to make them able to communicate effectively in their life, especially in English.

Having a good pronunciation of the language can help in normal communication, particularly intelligibility (Derwing and Munro in Nation 2009:75). However, there are many reasons for us to learn a good pronunciation of new language such as to speak naturally and to be good language user. Good pronunciations make people speak naturally and very smoothly, it will make the interaction more effective and it will sound like native speakers.

Effective communication will happen if people speak clearly and make the hearer understand with the conversation, it will be more effective if speaker has good and clear pronunciation. Clear pronunciation is very important in speaking English because we can communicate effectively with good intonation and pronunciation, it is supported by Burns (2003:5) that is said that “clear pronunciation is essential in spoken communication. Even where learners produce

minor inaccuracies in vocabulary and grammar, they are more likely to communicate effectively when they have good pronunciation and intonation”.

Teachers want to make their students good in all of speaking skills and they try to teach every skill as well as they can. In teaching speaking, pronunciation becomes one of the serious problems. Especially for the beginners like Junior High School students, they really interested in learning English and they also want to memorize lots of vocabulary but they cannot pronounce it well. Usually, English teachers use drilling method to make their students pronounce English word correctly and sometimes they do not want to try another way to make their students more interested in studying English because they do not know how to use other methods or strategies and just held an old fashioned class. In a real class situation, teacher should have to be creative and always make their class interesting and fresh, so it will be easier for the students to catch the material and they will feel comfortable to study in that class.

In Indonesia, Junior High School students are the first English learner. It means that students in Indonesia start to study English when they are in Junior High School. Middle school phase or Junior High School is the initial time for all kind of learning activity where the students earn knowledge that should last for a lifetime. Thus, as they go to the next grade, teachers are helped with those early acquired educations. If they have already learnt how to pronounce some words, they will remember it and always use it in their daily life.

The realistic goal of teaching pronunciation is to enable learners to pass the threshold level so that their pronunciation will not detract from their ability to

communicate and make others surely understand what they are talking about to make the communication more effective. In the learning process, students will also add some new vocabularies when they try to pronounce and memorize the words, it will make them confused in their learning process because they will meet many words that are pronounced like another word (homophone). Students like to be not aware about the crucial parts in pronunciation, they just think that they have same sound so they also have same meaning, but it is totally different in fact.

Homophone is the word that have same sound but have different meaning or spelling, as stated in Oxford dictionary “each of two or more words having the same pronunciation but different meanings, origins or spelling.”Supported by Merriam-Webster Dictionary about the definition of homophone, “one of two or more words pronounced alike but different in meaning or derivation or spelling”. Homophone just can be distinguished by the context of the sentences. So, it will be easier to distinguish the meaning of the words when we pay attention to the context of the sentences. There are many homophones that can be found in our daily conversation, such as: *to/too/two*, *New/knew*, *hear/here*, *flower/flour*, *one/won*, *hi/high* and many others.

Here is some list of homophone: Table. 1

a) bear/bare	d) sail/sale	g) hi/high
b) here/hear	e) meet/meat	h) for/four
c) flower/flour	f) break/brake	i) cent/scent

Many English students have difficulties to differ the homophone when they are speaking, because they have to focus with the word and homophone just can be different in their sentences context. Here is the example:

1. *Write* your name.

I know the *right* answer.

2. He is the *son* of the banker.

The *sun* is setting in the west.

3. Dad *banned* TV.

The *band* stopped testing the drums.

4. The baby likes to say *hi*.

The lady went to *high* school.

5. The poem is made *by* Sandra.

Did you *buy* the puppy?

The baby said, "*Bye, bye*".

Teacher has to think and find a new way to teach their students to make them easier and mastering the pronunciation well, also they can differentiate the homophone and understand the context easily. Teaching pronunciation is not easy for teachers and lecturers, there are many steps, methods and strategies to teach it. One of the strategies to help teacher in teaching is by using "Homophone Games". This strategy encourages students to differentiate the words that have same sound but have different meaning or spelling. It can be more attractive and can be used to improve Junior High School Students pronunciation because it will help them to understand the lesson easier and make them enjoy the lesson.

In this game, teacher will use a Bingo card. The name Bingo normally refers to a lottery game in which player has a card marked up as a grid of numbers, but in this game author change the content with the sentences. Players mark any number or sentences on their card that is appropriate with the card that they take in front of them, and the first player to mark a complete row wins a prize. This card is aim to shows context of the sentences to the students and makes them easier to distinguish the similar sounds with different meaning. Because homophone just can be differentiate with the context of the sentences.

Before starting the game, teacher will separate the students into 4 groups and ask them to play a bingo card. Teacher will give them a bingo card for each group, and there will be a heap of vocabulary card in front of them. They will ask to take the card and pronounce it one by one and match it with the sentences in their card then, they can discuss it in their group. Every group will take turn gradually, and the first team that can get 9 sentences in 3 rows (vertical, horizontal, or sideways) will be the winner. But before that, every group member has to memorize nine homophones in their card and report it to their teacher and they also have to bring their bingo card. The first team that reports it correctly to the teacher will get the first position. At the end of the game, students will remember some words that have same sound or spelling and can use it in their daily life. So, this strategy is appropriate for the teacher in teaching pronunciation to make the students pronunciation better.

B. Formulation of the Problem

The problem of this paper is “How can *Homophone Game* used to teach pronunciation for Junior High School students”

C. Purpose of the Paper

The purpose of this paper is to explain how English teacher teach pronunciation by using Homophone Game.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Nature of Pronunciation

Esling and Wong in Nation (2009) say that pronunciation includes the articulation of individual sounds and the distinctive features of sounds like voicing and aspiration, voice setting features, stress and intonation. Similarly it also stated by Louma (2004:11) that “pronunciation or broadly the sound of speech can refer to many feature of the speech stream such and individual pitch, volume, speed, pausing, stresses an intonation.”So it can be understood that pronunciation is the way people utter they speak and make others understand what their means, or we can say that pronunciation is the way people pronounce the words also the way a word is spoken.

There are many definitions about pronunciation, other opinion performed by Yates (2002:1): “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 (supra segmental 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”.

A broad definition of pronunciation includes both supra segmental and segmental features. Although these different aspects of pronunciation are treated in isolation here, it is important to remember that they all work in combination when we speak, and are therefore usually best learned as an integral part of

spoken language. Yates (2002:1) said that, “Traditional approaches to pronunciation have often focused on segmental aspects, largely because these relate in some way to letters in writing, and are therefore the easiest to notice and work on. More recent approaches to pronunciation, however, have suggested that the supra segmental aspects of pronunciation may have the most effect on intelligibility for some speakers. Usually learners benefit from attention to both aspects, and some learners may need help in some areas more than in others.”

Every single part in pronunciation has to be clear for foreign language learners because they have to master it to get their goals in learning a new language. The English pronunciation must be accurate and clear, because the focus of pronunciation accuracy is attractive because it can be use against a norm and, even if the norm is not easy to define. For foreign language learners, especially for Indonesian it is really hard to learn pronunciation because it takes much time and effort to learn.

In Indonesia there are many problems that learners have when they deal with the pronunciation. Most of the learners have problems when they learn oral skill. There are six factors that influence learners’ pronunciation, mother tongue, age, amount of exposure phonetic ability, personality, and motivation (Kenworthy in Riswanto and Endang: 2012). That is why it is very difficult to get good pronunciation because people strongly influenced by their mother tongue. This part is really hard to change from our interaction especially for the beginner learner in foreign language.

Therefore, based on the definition above pronunciation can be concluded as the way speaker utters something and the way they pronouncing words. Especially for foreign or second language, pronunciation study will get some difficulties because it can be affected by many factors like age, mother tongue, personality etc.

After explaining about the nature of pronunciation, writer will explain more about teaching pronunciation. The explanation will be presented in the next subtitle and it will complete the explanation above.

B. Teaching Pronunciation

Teaching pronunciation has their own difficulties, it makes teacher develop their own strategy to teach it and also support by expert theories. They do that to make their students improve their ability in communication. Students, or also called language learner, have to have good pronunciation to communicate in another language, because they have to make other people understand what they are saying. At least there are some groups of English language learners whose oral communication needs a high level of intelligibility and who therefore require special assistance with pronunciation (Morley in Celce-Murcia et.al (2010:8), those are:

- a) Foreign teaching assistants and sometimes foreign faculty in colleges and universities in English speaking countries.
- b) Foreign-born technical, business and professional employees in business and industry in English speaking countries.

- c) International business people and diplomats who need to use English as their working lingua franca.
- d) Refugees (adult and adolescent) in resettlement and vocational training programs wishing to relocate in English speaking countries.

But according to Celce-Murcia (2009:9) from Morley's four categories we should add at least two more groups:

- e) Teachers of English as a foreign language who are not native speakers of English and who expect to serve as the major model and source of input in English for their students.
- f) People in non-English speaking countries working as tour guides, waiters, hotel personnel, customs agent, and the like who use English for dealing with visitors who do not speak their language.

Other theory from Celce-Murcia in Sherly (2013) gives the definition to teaching pronunciation usually focusing on the articulation of consonants and vowels and the discrimination of minimal pairs. Clear pronunciation is essential in oral communication. Poor pronunciation skills can decrease learners' self-confidence, and negatively affect estimations of a speaker's credibility and abilities. Pronunciation has a great deal in successful communication between speaker and listener in teaching activities.

The theory above also supported by Nation (2009:78-82), he has his own opinion about the factors that are related with sound system and he also said that there are five factors that have been shown to have major effects on the learning of another sound system.

1. Age

Usually, if the learner began to speak in the second language before the age of six there will be little or no accent. If the learner began to speak between the ages of seven and 11, the learner is likely to have a slight accent. If the learner began to speak after the age of 12, then there is almost always an accent (Tahta, Wood and Lowenthal, 1981a and 1981b). There are two important points to note here. First, this relationship between age and accent does not invariably apply to everyone. A few adult learners do achieve native-like pronunciation. Second, there are several competing explanations of the cause of the relationship. Stevick (1978) believes that learners are easily able to copy new sounds, but there are three reasons why they might have difficulty; they overlook some feature, the learners' sound bad to themselves when they copy well, the learners become anxious about making the sounds.

2. The learners first language

Learners' first language can have a major influence on learning the sound system of another language. The type of evidence for this is where speakers of the same first language typically pronounce the second language in the same way, making the same kinds of substitutions and patterns of pronunciation. Another type of evidence is that there is a reasonable degree of predictability in the types of relationships between first language and second language sounds and their relative difficulty for long-term success for second language learners. Teachers can take account of first language influence by being familiar with the sound system of the learners' first language and thus gaining

some idea of the amount of effort and attention needed to bring about a wanted change.

3. The Learner's Development and Range of Styles

Change may also be seen by observing learners' pronunciation in formal and informal situations, as different styles of pronunciation may be used. The presence of different styles shows flexibility and shows that the learners' second language pronunciation is developing. Before beginning intensive pronunciation work, it is thus useful to observe learners over a period of time and in a range of situations.

4. The Experience and Attitudes of the Learner

These included experience factors like the number of years the learner had lived in an English-speaking country, the amount of conversation at home in English, the amount of training to speak English, the number of languages the learner knew, and the proportion of teachers who were native speakers. They also included attitude factors like the type of motivations (economic, social prestige, integrative) of the learner, the strength of the learner's desire to have an accurate pronunciation, the learner's skill at mimicry, and the learner's extroversion or introversion. Purcell and Suter found that the factors most strongly related to success in pronunciation were the number of years the learner had lived in an English-speaking country, the number of months the learner had lived with native speakers, the learner's first language, the learner's desire to have an accurate pronunciation, and the learner's skill at mimicry. In general, it was found that classroom factors, like the quantity of

English lessons and whether the teachers were native speakers were not important factors.

5. The Conditions for Teaching and Learning

The ways in which the sound system is taught and learned can have effects on learning.

It can be concluded that teaching pronunciation have many difficulties, but it can be solved by many kinds of strategy or method in teaching. Teachers have to pay attention to their students learning process and try to find interesting way to make their students easier to catch the materials. They also have to be aware of many factors that can affect the students learning process in studying the language. One of the interesting and effective ways to teach pronunciation is by using a game. Students always tend to be attractive when they played a game and they also have strong motivation to study when their teacher teach them with an interesting way in the classroom. Now, we will see the nature of the game.

C. The Nature of Game

In learning a new language, students sometimes get difficulties because they cannot understand it well. Usually, teacher uses many ways to make their students easier to catch the material, especially for language learning. One of the interesting ways to teach a language is games. Games are particularly valuable for students beginning to learn a foreign language, like Fleta said in Sophie (2010), games are simple structured activities which may involve the whole self (cognitively and emotionally), thus creating strong associations with the language use.

Games always make children interested and attractive in study, because children will enjoy participating without anxiety and can motivate them greatly. This activity is usually familiar to children as regards structure, rules etc. Because of this familiarity, they will link back to their home background. In playing a game, students can build collaboration with their friends and make them build a good social relationship and communication. Supported by Sophie (2010), games are social activities which enable the development of social skills such as coexistence and collaboration

Games are effective because they give motivation, lower students' stress, and give them the opportunity for real communication. It can attract learners' attention and participation and make the class become more fun and understandable. Every game have a rule and a result in the end of the game, like Salen and Zimmerman said in Ruben, a game is a system in which players engage in an artificial conflict, defined by rules, that results in a quantifiable outcome.

Games are also used to encourage learners to explore the target language. Hadfield in Lusy and Murdibjono stated that the use of games in teaching also had some functions as it was called as "serious fun". By doing games in classroom the teacher asked the students to learn and at the same time also enjoy themselves with playing a game. The students learn better when they have the feeling that they are making progress and games provide opportunity for students to practice and omit their fear. It is supported by Ersoz in Lusy and Murdibjono, he believes that games are highly motivating in foreign language teaching because they are

amusing and interesting they can be used to give practices in all language skills and can be used to practice all types of communication.

There are many games that can be used to teach pronunciation. All of them can be add more knowledge and motivate students to pronounce vocabularies correctly. Some of the games that can be used to teach pronunciation according to Alex Case in TEFL.net are:

a. Shadow reading

Students try to speak exactly at the same speed and rhythm as the CD and then try one more time with the sound turned down in the middle of the recording to see if they are still in time when the sound is turned back up.

b. The “Yes” game

Students try to give as many different feelings and meanings to one word or sentences as they can by varying the stress and intonation. The other students guess what feeling they were trying to convey.

c. Sounds same or different

In this variation on minimal pair’s stations, rather than indicating which sound they hear, students indicate if they think two words you say have the same or different pronunciation. This is good for homophones as well as minimal pairs. The easiest way to explain the task is to give students pieces of paper with “Same” and “Different” written on for them to hold up or race to slap.

In other website (English Club.com), writer found different kind of game. It’s called *Homophone game*. This game is almost same with “*Sounds same or*

different game” above. But it is different in process and the rule of the game and the writer will focus on this kind of game.

D. Homophone Game

Not all people know about homophone, it is different with language students because they have to know about it. Homophone is the word that has same sound or pronunciation but they have different meaning or spelling. Sometimes, they have same sound and spelling but they have different meaning and it is depend on the context of the sentence. Homophone words have more than one possible meaning but a single spelling and pronunciation (Harrison and Jocelyn, 2003).

Sometimes, students cannot distinguish the homophone clearly and they also do not know how to pronounce the word correctly. Teacher uses the game to teach their students in order to make them enjoy and interested in study. The use of *Homophone Game* in teaching pronunciation is to make students get two advantages in the same time; they can pronounce the word correctly and they can add more vocabularies.

1. Homophone Game

Homophone game is a game that is played by children, in printing or online. There are many sites in internet also present homophone game for students to study. The player will divided in 4 groups, each of group will be given the *Bingo card* by the teacher and they have to fill it and complete the row. The teacher will put a heap of card with vocabularies in the center of the player and it will face down and make the player cannot read it. Teacher will ask the member of the group one by one in alternate

to pick the card, pronounce the word and match it with the sentences in their bingo card, if they get the answer, they have to make a mark on their *Bingo card*. Students do it again until they get 3 *Bingos* in their card. After they found it, everyone in the group have to memorize and pronounce all of the *Homophone words* and the fastest group will get reward.

2. Conditions of the Vocabulary Card and Bingo Card

- a. There are 36 word card and will be consist of 36 words (18 pairs homophone word)
- b. Each of the word have different meaning or spelling
- c. There are 4 *Bingo* cards and every card consists of 9 different sentences with one word missing part.
- d. Every *Bingo* card have different sentences, so every group will have different sentences but in the same level of difficulties.

Homophone game will be held in the classroom with all students in that class, the explanation about how to play the game will be explain in the next part and it will make it more understandable.

E. Teaching Pronunciation Using Homophone Games

The application of this game is really easy, teacher just control and lead their students to play this game. This game will help students to pronounce the difficult word or they can add new vocabularies after they play the game, and also they will be able to distinguish the homophone easily. In this game, teacher will divide the students in group and every group will get the *bingo card*. There will be many words card in their center and they have to pick the card one by one, pronounce

the word and they have to match it with the sentences in their *bingo card* and mark it. Do it again until they get nine words in line and complete three rows, after that they need to memorize every homophone words in their *Bingo Card* and pronounce it clearly and correctly to the teacher. The fastest group will be the winner of this game.

CHAPTER III

DISCUSSION

In this chapter will discuss about classroom activity using *Homophone Games* in teaching pronunciation. This game can help students to pronounce the word correctly and it is hoped that by using this kind of game, students can speak with correct pronunciation and can differ the word that have same pronunciation. Finally, they will speak English naturally and make other people understand what they are talking about. The game also makes the students enjoy the leaning process because they can play while they are studying. There are some stages that are used in “*Homophone Game*” in teaching pronunciation for Junior High School Students as mentioned on the following subtitles.

A. Preparation

Preparation is the first thing that should be done for the teacher before they are starting the activity, because the successful of the teaching and learning process is depending on the process of teaching. With good preparation, teacher can design their teaching process as good as they can and minimize the error when they are teaching. So, preparation becomes the key point of the final result in teaching and learning process.

In preparation process, teacher should prepare several things:

1. Material

Material is the important part in teaching, because the material is the thing that we try to share to the students and as knowledge for them. The material should attract the students to study and make them enjoy their

studying. In preparing the material, teacher should prepare many pairs of words that have similar sound (homophone) and write every word in a card. There are 18 pairs of homophone word list that is needed:

Table. 2

1. Bear/Bare	10. Cent/Scent
2. Here/Hear	11. Or/Oar
3. Flower/Flour	12. Rome/Roam
4. Hi/High	13. One/Won
5. For/Four	14. See/Sea
6. Sail/Sale	15. No/Know
7. Meet/Meat	16. Night/Knight
8. Break/Brake	17. Two/Too
9. Son/Sun	18. Dear/Deer

In this game, teacher also needs 4 *Bingo Cards*. Each of them has nine boxes that consist of 9 sentences. Every sentence has one missing word and students have to fill the blank space. The example of *Bingo Card* can be seen in the following figure:

Figure. 1

BINGO CARD		
The ____ had finished hibernating and was looking for fish.	We went to the ____ to ride the Ferris wheel.	We got a trophy because we ____ the game!
It was hard to ____ through the crowd so I stood on a chair.	You will need two cups of ____ for that recipe.	I had five cookies. I ate ____ cookies, and now I only have one.
I will have lemonade ____iced tea—either one.	Watching the stars at ____ is one of my favorite things to do.	The ____ in the air was so thick that I became wet walking through it.

This is the key answer of the *Bingo Card* above.

Bear	Fair	Won
Hear	Flour	Four
Or	Night	Mist

2. Lesson Plan

The next preparation step is teacher have to make their lesson plan to help them organize their teaching activity. They have to write everything they do while they are teaching. Lesson plan have many parts that have to be written by the teacher; subject, school, class, semester, teaching goal,

skills, topic, time and material. Besides that, they also have to write the teaching stages in teaching activities. There are three stages in teaching process, those are: pre teaching, whilst teaching and post teaching. In pre teaching activity, teacher opens the class and greets the students, check student's attendance and review the previous material. In whilst teaching, teacher builds student's background knowledge about the topic and starts to present the material. Every stages have their own goal in order to make the students understand the material and in whilst teaching activity also divided into three steps to make students easier to catch the material; exploration, elaboration and confirmation. Last, in post teaching activity teacher will review the material and make the students remember some important keys that they have learned before. After that, teacher will close the class and every teaching stage will be explained in the next sub chapter below.

B. The implementation of “*Homophone Game*” in teaching pronunciation for Junior High School students.

1. Pre-teaching activity

This activity is the first stage in teaching process and teacher will build the comfortable environment with their students here. They will greet their students, ask their students condition or their last activity while they check the attendance list because they have to know about their students' progress in study and also they will review some material from the previous meeting.

“Good morning class, how are you? How was your weekend? Before we start our lesson, let’s check the attendance first.” And teacher asks about the previous lesson. *“Okay class, do you still remember about our last lesson? What was the topic?”*

Next, teacher tries to build students’ background knowledge by asking some question related with Homophone, like:

“Do you know how to pronounce this word?” and teacher write one word, for example “Hi”. Then, teacher asked additional question, *“How about this one?”* and teacher also write other word “High”.

“Do you know how to pronouncing those words? Is that the same? What about the meaning?”

Then, teacher explains to students about homophone (the word that has same sound but different meaning and spelling). They have to explain it with simple language and make their students easier to understand, or they can add more examples to make them understand. *“Students, have you ever now about homophone? Homophone is two or more words that have same sound but it has different meaning such as won and one, hi and high, son and sun and so on. But, we can distinguish homophone based on the context of the sentences, so you have to read the sentences carefully when you are confused about the meaning of the words.”*

Next, teacher asks the students another example of homophone and corrects their answer in order to check their understanding about the topic.

“Do you know other example of homophone? Can you tell me? Please raise your hand if you know the answer!”

After that, teacher asks the students whether they ever played homophone game before, or they know about that game or not. Tell them that they will play an interesting game and teacher wants everyone to take a part in this game. *“Have you ever played a homophone game? Or do you know this game? Okay, now we will play an interesting game and I want everyone to take a part in this game.”*After that, teacher explains about the game to the students.

“Students, now we will play homophone games. In this game you have to get 3 Bingo in your card. Do you know how to play Bingo? You just make a line in your answer, if you get all of the answer to get your Bingo, you will win the game. You have to pay attention to the sentences context to get the answer. Okay, this is the example.”

Teacher draws a box in the board with the alphabet inside. Explain it to the students, *“In the box, I just write the alphabet but in the real game, every box have the sentence inside with the blank part. After that, I will put a group of card in front of you and ask each of you to take the card. If the word matches with your sentence in your box, give it a mark and do it again until you can draw 3 lines from your Bingo card. It can be vertical, horizontal or a sideways.”*

The example of the box can be seen in the figure below.

Figure. 2

A	B	C
F	E	D
G	H	I

For the game teacher will explain to the students that teacher will divide the students into 4 groups and give one *Bingo* card for each group. Teacher asks the group to make a circle and face every group together and teacher explains about the game to the students.

“I will divide you into 4 groups and every group will get one Bingo Card. After that, every group has to make a circle and then vocabularies card will be put in the center of the group and it faced down. One student will flip over the cards one at a time, pronounce the word in the card and they have to discuss the meaning of the word with their group. You have to match the word with the sentences in their bingo card, if the word match with one of the sentences in your card you have to give a mark on your card and you have to do it until you can make 3 lines from your answer. After your groups get three Bingoes, you have to memorize the nine homophone words in your bingo line with the meaning. At the last, you have to pronounce it and I will check your answer.”

The winner will get a reward from the teacher like chocolate, candy etc. For the lose team, they will get a punishment from their friends but the punishment is just for having fun, for example they will asks to dance or sing in front of the class. *“For the winner, you will get a reward from me, but for the other group will get a punishment from the winner group. Do you agree with me?”*

2. Whilst-teaching activity

In whilst teaching, the teaching process will be divided into three steps as follow:

a. Exploration

Teacher explains *Homophone Game* to the students in detail and gives explanation that the game will have some steps to do. First, before teacher starts the game, they will teach the students how to pronounce the word first. *“Okay class, before we play the game. I will teach you how to pronounce the words first. You have to listen to me and repeat it and you can ask me if you cannot pronounce it well. Okay? Are you ready class?”*Teacher writes the homophone words on the white board and asks the students to listen and repeat what the teachersaid to make them easier to pronounce the word while they are playing the game. *“Students, you can see the list of homophone on the white board, I will teach you how to pronounce it correctly. Kids, if you difficult to pronounce it, you may ask me and I will repeat it to make you easier. Okay, pay attention to me. Now, you have listen and repeat after me. From the first word, bear, bare, here,*

hear..... (Teacher does it until they finish all of the words in the table)”.Teacher read every word in the table below.

1. Bear/Bare	10. Cent/Scent
2. Here/Hear	11. Or/Oar
3. Flower/Flour	12. Rome/Roam
4. Hi/High	13. One/Won
5. For/Four	14. See/Sea
6. Sail/Sale	15. No/Know
7. Meet/Meat	16. Night/Knight
8. Break/Brake	17. Two/Too
9. Son/Sun	18. Dear/Deer

After they finish to pronounce the entire Homophone given after their teacher, the teacher will ask whether they difficult to pronounce the words or not. *“Kids, can you pronouncing all of the words that I give to you? Do you have any difficulties guys? Next, I want you to pronounce the words together. From the first word, can we start it kids?”* (Teacher points the words one by one and the students read it together).

Teacher also teaches the students to pronouncing the sentences with the Homophone inside. *“Guys, now I have some sentences with the homophone inside. I will also teach you to pronounce it correctly. You also have to repeat it after me.”*

Teacher writes the sentences on the white board and helps the students to pronounce the sentences below:

1) *Write* your name.

I know the *right* answer.

2) He is the *son* of the banker.

The *sun* is setting in the west.

3) Dad *banned* TV.

The *band* stopped testing the drums.

4) The baby likes to say *hi*.

The lady went to *high* school.

5) The poem is made *by* Sandra.

Did you *buy* the puppy?

The baby said, "*Bye, bye*".

After pronouncing the sentences together, teacher can start the game and ask the students to do it well. "*Kids, now we will start our game. I want you to do it well and don't forget about our reward and our punishment kids.*"

Next, teacher gives detail instruction for the game.

"Students, now I will give your group one Bingo card. I will put the word cards in the center of the group and you have to take the card in alternate depend on my instruction. I will point each of the group members randomly, and after that each of you has to take one card in the center. You have to pronounce it and discuss the word meaning with your group"

and try to match it with your Bingo Card, if it is a match you have to mark it on your card and you have to do the same step again until you get 3 lines on your Bingo card. When you get your lines, memorize all of the nine homophone words with the meaning and check it to me as soon as possible. Because other group can catch up with your group and you will be lose. Just to remind you, the winner will get a reward from me and the lose group will get punishment from us. We can ask them to dance, sing a song or acting. How about my idea? Do you agree with me guys? Do you understand about the game or you want to ask a question about it”

Ask the students if they have a question about the game, if they do not have a question anymore, we can start the game. *“Do you understand class? Do you have a question about this game? Well, if you do not have a question we will start the game. Are you ready?”*

b. Elaboration

Firstly, teacher distributes the *Bingo card* for each group and asks the students to read it in a minute. *“This is your Bingo cards, please read it for a moment before we start our game.”*Next, teacher place the word card in the center and faced it down, so the students cannot read the word in the card. Then, ask them take the lottery to determine their turn to take one card. Here is the illustration:

Teacher: *Okay, before we start the game you should take one lottery in my table to determine your group turns to take the card.*

Students: *Yes, sir.*

Teacher: (After the students get their lottery number) *well, your group is number 1, you 2, 3 and 4.*

Now, I will choose the person. Hmm... you will be the first (while pointing on one person). Take your card, pronounce it and discuss it with your group.

Students: *okay sir.*

After that, teacher points one student and ask him to take the card and discuss it with his group and match it with their card. *“Budi, take one card, read it loudly and discusses it with your friend and you have to take it by turns with other group member.”* Then, point the other students and ask them to do the same thing. *“Okay, the next group. Please Sandy, take your card.”* The process still continuous until the groups gets their *bingo* or line. At the last they will memorize the nine words in *Bingo card* with the meaning and check it to the teacher as soon as possible. This activity is held to make students have good pronunciation, they can distinguish the homophone word according to the sentences and they also memorize the word to add more vocabularies.

The teacher leads the students during this activity, they have to pay attention to their students pronunciation and when the students pronounce it incorrectly, teacher have to correct it by asking them to repeat the word after the teacher. The fastest group that finished their challenge in a short time will be the winner of the game, and they will get a reward from the teacher (chocolate, book, pen etc). For the latest group, they will get

punishment from their friends or their teacher. The punishment is just a light punishment and just for having fun. They will ask to dance, sing asong or pantomime, it will depend on the audience.

c. Confirmation

In this step, teacher wants to check the student's entire card to make sure that they understand and to the game as good as they can. Every group has to confirm their word memorization to the teacher, the teacher will ask them to sit in group and ask them to pronounce their line in their *Bingo card* in front of the class. *"Students, we already get our winner in this game. But, this is not the end of the game. Now, each of you has to memorize three homophones in your Bingo Card line and you have to perform it in front of the class."*

After they finish their challenge teacher will gives score for each of group on the white board and the score range is 50-100 depend on the result of vocabularies that they have done before and it will be score depend on student's memorization and pronunciation. The aim is to stimulate their interest in study and make they feel respectable and comfortable. Don't forget to give the reward and punishment to the winner and the latest group in game. *"You did a good job guys, you can see your score on the white board. I am really proud of you all, you can do this game and you can memorize the vocabularies well. Okay, the winner group comes to the front. This is your reward. Good job kids. And for the other groups, you have to sing one English song in front of the class."*

Please do it well and entertain us. One song for one group and let's see the first group." Ask every group to perform in front of the class, except the winner group.

3. Post-teaching activity

This is the last stage in teaching process, teacher has to be creative to end the lesson and make their students eager for the next class. Usually, in this stage teacher lead their students to sum up the material with their own way, by asking the question about the material. For this material, we can also give quick vocabulary question and point the students one by one in a quick time. *"You have performed it well kids, good job! But, before we end our class today I will give you a quick vocabulary question. I will ask each of you about vocabularies in our last game. I will ask you one by one randomly"*

Last, teacher gives the conclusion of the material and then ends the class, also ask the students to clean up their room before they go home. *"Students, when you hear two or more words that have same sound or pronunciation but it has different meaning, you have to realize that it is Homophone. It has different meaning and you just can distinguish it by the context of the sentences. Do you understand kids? Good. Okay, this is the end of our class today, see you in the next meeting and don't forget to clean up your classroom before you go home. See you."*

CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

Homophone game is one of game that can be used by teacher in teaching pronunciation. In this game, teacher guides the students to discover and understand the material through *Bingo card* and build students' knowledge about the word that have same pronunciation but have different spelling and meaning, we just can find the differences through the context of the sentences.

This is a simple game; teacher has to prepare the bingo card and vocabulary card first. Then, in the classroom teacher asks his students about homophone and homophone game and also explains it to them. Before starting the game, teacher divides the student into 4 groups and asks them to sit in their group with a circle position with the other group. After that, teacher puts a heap of vocabulary card in the center and gives a Bingo Card for each group. Then, teacher will write 18 pairs of homophone word on the white board and teach the students to pronounce the word correctly. The next step, teacher will ask each of them to take one card in alternate and check their card, if the card match with the sentence in the card they have to mark on it and they have to do it again until they can make 3 lines (horizontal, vertical or a sideways) in their Bingo card. The last step is they have to memorize the nine sentences correctly and it will be checked by the teacher, the fastest group will be the winner.

Through this game, some problem faced by teacher in teaching pronunciation will be solved because students learn to pronounce the word naturally, distinguish

the homophone and add new vocabularies by memorizing it in the end of the class. It also makes students more interested in studying English, because students always think that English is bored and really difficult. With this game, they will enjoy their learning process and will never get bored while they are studying.

Homophone game can be used as the tool to build relationship between students, because in this game they have to work in team and discuss about their challenge. Their relationship will be built naturally and it can make them respect each other. The most important thing is they learn how to distinguish the use of the word in sentences, when they have same sound but they have different meaning and they learn that all of that depend on the context of the text, so that they have to read the word and the sentence first and then we try to match the word with the sentences. And then, teacher asks each of them to memorize and pronounce it in front of the class in order to improve their pronunciation and to add more vocabularies.

B. Suggestion

There are some suggestions for teacher related to Homophone game in teaching pronunciation in order to improve student's pronunciation. Teacher has to find suitable material, strategy and method to make their students interested and enjoy studying English. Sometimes, teacher has to be creative to find the new strategy to teach English, especially to teach pronunciation. Because when teacher try to explore their own knowledge for their students, they will get their teaching goals easily. Another suggestion, teacher should play their own role as a teacher,

facilitator, motivator and creator in the classroom. So, they can be expected to help their students whenever they are needed and they will know exactly about the improvement of their student's ability.

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