

**STUDENT'S ABILITY IN DISTINGUISHING HOMOPHONE**

*Thesis Proposal*

*Submitted as a Partial Fulfillment of the Requirements to Obtain Bachelor of  
Education (B.Ed) in English Language Education Program*



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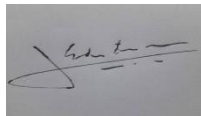
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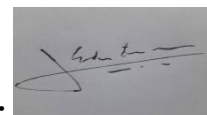
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Demikianlah pernyataan ini saya buat dengan penuh kesadaran dan rasa tanggung jawab sebagai anggota masyarakat ilmiah.

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## **ABSTRACT**

**Kurniawan, K. (2021). Students' Ability in Distinguishing Homophone. *Thesis*.  
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In learning English language, learners must be able to master the skills that are needed to be able to use English Language well. There are four skills in English language learning. These four skills are listening skill, speaking skill, reading skill, and writing skill. One of the four skills that has a complex process is listening skill. One of the four skills that has a complex process is listening skill. Listening require deeper focus to understand the message that delivered. Listening helps us to understand the world around us and is one of necessary parts in making successful communication. In English vocabulary, there are some words that pronounced the same, and spelled differently called homophones, for example; their/there, heel/heal, two/too, board/broad, floor/flour, cent/scent and etc. The objectives in this study are to find out the student ability in distinguishing homophone. This study use quantitative method. The subject of this study is the second grade student at Dedukasi Edukasi Kualiva Junior High School. In this study, researcher found that the second grade student at Dedukasi Edukasi Kualiva Junior High School reach the fair level of distinguishing homophone. Data show that the students' ability in distinguishing means score is 66.6.

**Keyword:** Listening, Homophone, Distinguishing

## **ABSTRAK**

**Kurniawan, K. (2021). Kemampuan Siswa dalam Membedakan Homophone.  
*Tesis. Padang: Universitas Negeri Padang***

Dalam pembelajaran bahasa Inggris, peserta didik harus mampu menguasai keterampilan yang dibutuhkan untuk dapat menggunakan bahasa Inggris dengan baik. Ada empat keterampilan dalam pembelajaran bahasa Inggris. Keempat keterampilan tersebut adalah keterampilan menyimak, keterampilan berbicara, keterampilan membaca, dan keterampilan menulis. Salah satu dari empat keterampilan yang memiliki proses kompleks adalah keterampilan mendengarkan. Salah satu dari empat keterampilan yang memiliki proses kompleks adalah keterampilan mendengarkan. Mendengarkan membutuhkan fokus yang lebih dalam untuk memahami pesan yang disampaikan. Mendengarkan membantu kita memahami dunia di sekitar kita dan merupakan salah satu bagian penting dalam membuat komunikasi yang sukses. Dalam kosakata bahasa Inggris, ada beberapa kata yang pengucapannya sama, dan ejaannya berbeda yang disebut homofon, misalnya; mereka/ada, tumit/sembuh, dua/juga, papan/lebar, lantai/tepung, sen/aroma dan lain-lain. Tujuan dari penelitian ini adalah untuk mengetahui kemampuan siswa dalam membedakan homofon. Penelitian ini menggunakan metode kuantitatif. Subjek penelitian ini adalah siswa kelas II SMP Dedukasi Edukasi Kualiva. Dalam penelitian ini peneliti menemukan bahwa siswa kelas II SMP Dedukasi Edukasi Kualiva mencapai tingkat pembedaan homofon yang sedang. Data menunjukkan bahwa kemampuan siswa dalam membedakan nilai rata-rata adalah 66,6.

Kata kunci: Mendengar, Homophone, Membedakan

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Sincerely,  
Kevin Kurniawan

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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Problem**

Since English is an international language that connects people around the world, this language has been taught in many schools. Especially in Indonesia, English is considered the first foreign language which is taught at schools. Learning English is considered compulsory in schools. On top of that, young learners nowadays have started to learn the English language as well, be it out of their own will, or part of the school's learning subject.

In learning English language, learners must be able to master the skills that are needed to be able to use English Language well. There are four skills in English language learning. These four skills are listening skill, speaking skill, reading skill, and writing skill. One of the four skills that has a complex process is listening skill.

Listening is a process when human ears received language. Listening itself is the ability to accurately receive and interpret messages in the communication process. Gilakjani, P. & Sabouri, 2016, said that, "Listening is a process of understanding what is heard and organizing it into lexical elements to which meaning can be allocated. They also stated that, "Listening helps us to understand the world around us and is one of necessary parts in making successful communication." Which means listening itself is one of a process to understanding

what we heard and it is one of the important part to build a successful communication.

According to Brown & Yule (1983), as quoted by Van Duzer (1997:3), in order to be able to comprehend what is being listened better, the learner needs to be familiar with the vocabulary. By doing so, English language learners can get what they hear properly and avoid unintended misunderstanding.

In English vocabulary, there are some words that pronounced the same, and spelled differently called homophones (Gorfein & Weingartner, 2008:522). The two homophone words may be spelled the same but differ in meaning. For example; rose (flower) and also rose (past tense of rise). The term homophone may also apply to units longer or shorter than words, such as letters, or groups of letters which are pronounced the same as another phrase, letter, or group of letters. This leads us to understand the meaning of homophone itself, which is a words that is exactly pronounced the same, but have a different meaning.

Because of the similarly sounded words, learners may mistake one word for the other. They may end up using a wrong word that have the same pronunciation with the intended word. However, the chosen word has a different meaning from the intended word. Those words may sound the same, however they have different spellings and meanings.

There is an important matter that might affect students' ability in distinguishing English homophones. The matter is students might not being able

to correctly distinguish similar words such as homophones. This occurrence is known as homophone confusion. Homophone confusion is the result of failure to distinguish between two existing lexical items that sound the same but are not spelt the same correctly (Solati, 2014:46).

The difficulty in learner's ability to distinguish the similarly sounded words may happen because of the lack of vocabulary memorization. Since homophone words have similar pronunciation, learner may find which word is the correct one to be used. They may feel confused whether their chosen word is the right word that they intend to use or not. Thus, homophone confusion may occur.

Talking about homophone confusion, researcher found this case while being an intern teacher at SMA N 9 Padang. The researcher found that whenever researcher talk about similar sentence, there always been a confusion between researcher and the students. This miss understanding make researcher curious about it and come in the decision that homophone word is the caused in this situation.

Researcher also did an observation at Dedikasi Edukasi Kualiva Junior High School to understand more about homophone confusion. At Dedikasi Edukasi Kualiva Junior High School, researcher have some discussion with the English teacher there, Mrs. Amel. Homophone words also being a problem here. Most of the students are hard to choose which word that they heard, whether it is *ice cream* or *I scream*. While observing DEK Junior High School, researcher and the

headmaster of DEK Junior High School have a discussion about the homophone confusion that faced by the students. Based on researcher observation, researcher and the headmaster conclude that the students at DEK Junior High School seems making some mistakes while listening to a sentence that consist homophone words, especially the homonym.

Homophone confusion had also studied by N. Rahmah in 2017, "The Correlation between Students's Ability in Distinguishing Homophones toward Students's Listening Performance. N. Rahmah sample was the listening 4 class of IAIN Salatiga in the Academic Year of 2016/2017. Rahmah stated that, "The cause of lack of homophone comprehension that faced by the college student is because of less of homophone exposure."

Based on the researcher's observation in SMA N 9 Padang and DEK Junior High School, researcher can conclude that the homophone sounds are likely to be one of the hardest words to listen to for the student. The researcher found that the frequency of homophones to appear in student subjects is low, in a total of 16 meetings, only 5 meetings include homophones in the subject of the study.

Based on those consideration, the researcher carries out a research at DEK Junior High School which come to the tittle "*Student's Ability in Distinguishing Homophone*".

## **B. Identification of the Problem**

In the listening field, the criterion that has been studied is the homophone. As a college student, the researcher found that the researcher's classmate from the total 26 students, half from them made an error in listening to a homophone word. This problem, which was made by the college student, makes the researcher wonder, why is this happening? Researchers think that what happened in the adult, must be happened way back before and in the past for the college student in elementary school, junior high school, and senior high school. Junior high school students most get their listening audio in the second grade of their study.

## **C. Limitation of the Problem**

Limitations are factors that are usually out of the researcher's controls that may have an effect on the results of the study or how the results are interpreted (Talab, 2008:6). In this study, the writer gave limitation to the study in order to make a focus as follows:

1. This study was especially conducted to investigate the students' ability in distinguishing homophones.
2. The study involved the students of DEK Junior High School.
3. The test that is used in this research is only multiple choice.
4. The level of the test based by the students' level, which is the second-grade junior high school students.

#### **D. Research Question**

Based on the limitation of the study above, the researcher formulates the research question as the following:

1. What is the student ability in distinguishing homophone?

#### **E. Purposes of the Research**

Based on the problems above, the purposes are:

1. To find out students' ability in distinguishing homophone.

#### **F. Significance of the Research**

The writer conducted this study in hope that the results of this study can give contribution in some ways. This study was conducted in hope that the results can be useful for the readers, especially for English teachers/lecturers, learners, and future researchers.

1. Theoretically

The result of this study can be a reference to enrich the knowledge in language teaching, especially regarding the ability in distinguishing homophones and listening performance.

2. Practically

- a. Teachers/Lecturers

The result of this study is intended to be used as a reflection for the teachers/lecturers regarding students' ability in distinguishing homophones and listening performance. The results of this study is also

intended to encourage the teachers/lecturers to understand more about students' level in listening skill. By understanding the level of students' listening skill, the teachers/lecturers can provide the appropriate material practices for the students.

b. Students

The results of this study is intended to encourage the students to develop their listening skill. From this study, the students can try to understand that listening is a complex skill which needs the listeners to maintain some other aspects aside from relying solely on vocabulary, in this case homophones. Furthermore, the writer provided some theories in listening activities that can be applied by the students to develop listening skill.

c. Readers

The results of this study can be a reference for the readers that want to develop their listening skill.

d. Future Researchers

The results of this study can also be a reference and be developed by future researchers for future research.



## **G. Definition of the Key Terms**

To give an easier understanding regarding the title of this research, the writer defines the keywords as follows:

### **1. Homophones**

Homophones are words that sound identically but have different meanings (Miozzo & Caramazza, 2005:1360). It means that in the oral form, homophone words sound identical. On the other hand, they have different written form. In addition, they also have different meanings.

### **2. Listening**

Listening is a psychological process of receiving, attending to constructing meaning from and responding to spoken and/or non-verbal messages which involves a sender, a message and a receiver (Tyagi, 10 2013:1). From the definition before, it can be concluded that listening is a skill that needs a complex process