The Effectiveness Of Homophone Gamestowards Student's Pronunciation At MTsN Kepulauan Selayar

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INFO ARTIKEL	ABSTRACT
	Speaking English with precise and accurate pronunciation is an ability that is highly desired by all students. However, in reality there are still many students who find it difficult to apply it in everyday life both at school and at home. Therefore, this study aims to find out how students pronounce before and after using homophone games and how effective the use of homophone games on student pronunciation in class VII B MTsN Kepulauan Selayar. This type of research is pre-experimental with one group pre-test and post-test, carried out in four stages, namely pre-test, treatment, post-test, and observation. The subjects of this study were students of class VII B MTsN Kepulauan Selayar totaling 16 people where there were 10 male students and 6 female students. Data collection techniques used are tests, and documentation. The results showed that through the homophone game the pronunciation of students in grade VII B MTsN Kepulauan Selayar was more effective. It can be seen from the students' pre-test and post-test scores increased, from 48.81 to 59.62, with a score range of 10.81. Meanwhile, the standard deviation for the pre-test is 0.3725 and the post-test is 0.4045, with a value range of 0.032. Where the value of the t-test is greater than the t-table, namely 787,108 1,75305. So, based on the results of the data analysis above, the researcher can conclude that the use of homophone games for class VII B students of MTsN Kepulauan Selayar is more effective.

Introduction

Language can be utilized to convey and build up friendly relationships. Language has been characterized as a method for correspondence which utilizes discourse sounds as the medium. It very well may be passed on by utilizing different ways, oral, composed, or signal dialects. English is currently the international language used for communication. These distinctions are found in syntax, phonemes, pronunciation, grammar, and tenses (Tilavova, 2022). So the intriguing one to be talked about here is the contrasts between the English and Indonesian phonemes particularly in vowel sounds. It is on the grounds that we frequently see that Indonesian individuals face challenges in pronouncing words in English containing certain vowels. In this way, it will be significant for the Indonesian

understudies to find out about English vowel sound (Octaberlina, 2021). Along these lines, this paper will be centered around the conversation of the creation of vowels.

There are many fascinating procedures that can be applied to serve the elocution in the classroom, one of them is homophone games (Pratiwi et al., 2017). With the explanation that games offer understudies a sensational and loosening up learning. Games are as well as assist understudies with learning without a cognizant investigation or comprehension of the learning system while they gain informative ability as a second language clients (Masri & Najar, 2014).

The researcher had observed that at the first grade students of MTsN Kepulauan Selayar students lack pronunciation, most of the result shows that students have low proficiency in pronunciation. According to (Gilakjani, 2012) based on the result of communication with teachers and students, the researcher found that the students still have much difficulty when they are asked to pronounce English vowels. Besides that, this study based on the students' mean score is still low.

This study aims to find out how students pronounce before and after using homophone games and how effective the use of homophone games on student pronunciation in class VII B MTsN Kepulauan Selayar.

Theoritical Review

Pronunciationisthe manner by which language is spoken; the manner in which the word is articulated; the manner in which an individual articulates language words (Maulana et al., 2021). Pronunciation is one of the basic elements of speech which is very important to be mastered by any language user. Consonant are formed by interrupting, restricting, or diverting the flow of air in various ways (Sase & Alsadae, 2022).

Vowel are enunciated when a voiced wind stream is framed utilizing the tongue and lips, alter the general state of the mouth.English vowel are divided into two kinds of vowel, long vowels and short vowel. Diphthong be a mix of vowel sounds. There are three sorts of Diphthongs. They are (closed) diphthongs, falling diphthongs, centering diphthongs.Intonationis the ascent and fall of the voice when we talk. It is some of the time outlined as notes on a melodic scale.Stress is the giving of stronger and longer sounds on syllables or words (Beňuš, 2021).

Teaching and learning pronunciation in numerous setting has never stopped to be an academic issue, in spite of the fact that perspectives have changed with regards to the spot this structure centered part of language learning inside the master plan of SFLT (Sondakh et al., 2022). What appeared to have been viewed as the tranquil old elocution had been set to the side in the powerful days of the hearty model of instructing and learning informative dialects, however somewhat recently or thereabouts it seems to have been resurrected in a "comprehensively open methodology".Teaching pronunciation should be promoted to our students (Agustiana, 2021). Knowing fact that English is a foreign language in our country, students may get many difficulties in communication. The main goal of teaching English is to make learners can communicate in English. It is known that four basic elements of teaching English are listening, speaking, speaking,

reading and writing. Homophone are words with various spellings, which are articulated something similar (Two/Too/Tonight/Knight). Normal homophones ought to be introduced as variation spellings for the sound being referred to. Homophone are words that have a similar elocution, however unique significance (Floyd et al., 2021). Homophones are words that sound indistinguishable yet are spelled in an unexpected way. Such as "praise" and "prey" and "pray".The examples in English homophones are as follows:Sheep/i;/ and ship/i/,Look out for that sheep, Look out for that ship, Leak/i;/ and lick/i/,Stop it leaking,Stop it licking, Cheeks/i:/ and chicks/i/,What lovely cheeks,What lovely chicks, Peel/i:/ and pill/i/,This peel's got vitamin c in it,Thispill's got vitamin c in it, Bean/i:/ and been/i/,Throw out that bean, Throw out that been, Leave/i:/ and live/i/,He's going to leave,He's going to live.

Homophone are words that sound something very similar, however are spelled diversely and have various implications. For instance "bear" and "bare" are homophones. Homophone games assist understudies with perceiving homophones and their ordinary events in English. While mentoring or in class doing homophones doesn't appear to be sufficient, attempt a couple of various games for a fun yet instructive way to deal with learning homophones.While Nurhayati, 2008:1, cited to in Kiswindari, 2018, states that elocution implies information to create words which are vital in oral correspondence. At the point when the speaker misspeaks a few words or expressions, individuals can misconstrue.

Research Method

The type of research used was a pre-experimental method using one group pretest and posttest design, Pre-experimental design is a design that uses only one group or class given pre and post-test. This one-group experiment measured the dependent variable (pre-test), then was given a stimulus, and measured the dependent variable (post-test), without a comparison group.

The researcher only took one class as the respondent of this research. The researcher took VII B as the sample. Total of sample was 16 students with 6 females and 10 males.

Table 1
Respondent

No.	Respondent	Gender
1	AB	M
2	AR	M
3	FN	M
4	HDA	M
5	IH	M
6	MA	M
7	NFH	F
8	NS	M
9	RA	M
10	RAS	M

11	SI	M
12	SO	F
13	WI	F
14	ZD	F
15	ZA	F
16	ZR	F
Ɛ	N=16	-

In this design one group of subjects was used. The first measurement is carried out, then treated for a certain period of time, then the second measurement is carried out.

O1 X O2

O1   : Pre-test is taken before treatment
X   : Treatment
O2   : Post-test is taken after treatment

(Ratminingsih et al., 2020)

Calculating the mean score of the students test. The researcher uses the following formula:

$$\dot{X} = \frac{\Sigma x}{N}$$

Where :
$\dot{X}$: Means score
Σx : The total number of the score
N   : Total number of subject

Calculating the percentage of the students score.

$$P = \frac{F}{N} x \, 100 \, \%$$

Where :
P   :Percentage
F   :Number of correct
N   : Number of sample

To calculate standard deviation by using the following formula:

$$SD = \sqrt{\frac{\Sigma x^2 - \frac{(\Sigma x)^2}{N}}{N-1}}$$

Where:

SD   : Standard Deviation
Σx : The sum all square
N   : The total number of students
$(\Sigma x)^2$: The sum square of the sum of square

The procedure of the research were presented in chronological order as in the following:

1. Pre-test

Pre-test was given to decide the understudies' underlying comprehension of articulation prior to doing the treatment. The pre-test was completed at the primary gathering by giving a test. Understudies were gotten some information about homophones without giving instances of past articulation and the analyst recorded the understudies' voices.

2. Treatment

After giving the pre-test, the researcher gave the treatment 3 times, each running time for 30 minutes. The procedure for the teaching and learning process (treatment) was presented as follows:

a. First Meeting
1) The researcher greets the students and prays beforestudying
2) The researcher provide an explanation of what homophones are
3) The researcher turned on laptop and the students watching and listen the material about homophone and how to pronounce it
4) The students listen carefully and follow the sound from the speaker
5) The researcher ask students to repeat the speakers word and give correction to students

b. Second Meeting
1) The researcher gave greeting to the students
2) In class student play "name of homophone" Game
3) The researcher gave some picture
4) And students instruction to choose the correct homophone for each set from the words list,and write it down in the space provided
5) And they asked to find out the meeting of the word to add their vocabularies

c. Third Meeting
1) The researcher gave greeting to the students
2) The researcher gave somepapers to play "make your own homophone"game
3) The students is instructed to draw their favorite of homophone pairs,writing the name of each homophone under each picture.
4) The researcher controlled the student's answer
5) This research will be conducted in four stages. Namely, planning, action, observation and reflection as follows.

3. Post-test

After the treatment, the scientist gave a post-test to the understudies. The post-test is the last significant part to do. Scientists seek the consequences of treatment for the two classes. A similar test in the past pre-test.

4. Observation

The researcher analyzed the process teaching pronunciation using homophone game.

Result and Discussion

After conducting the research, the researcher obtains two kinds of data, namely pre-test and post-test scores. The test was carried out twice. Pre-test was done before getting treatment, and the post-test was given after giving treatment.

Table 2
The percentage of Pre-Test Score

No.	Classification	Score	Frequency	%
1	Excellent	80-100	0	0%
2	Good	66-79	3	18,75%
3	Fair	56-65	4	25%
4	Poor	40-55	8	50%
5	Very Poor	30-39	1	6,25%
	Total		**16**	**100%**

Shows that most of the students' scores of pre-test were in poor classification before giving treatment. Where 0 (0%) 16 students was in excellent classification, 3 (18,75%) of 16 students were in good classification, 4 (25%) of 16 students were in fair classification, 8 (50%) of 16 students were in poor classification, 1 (6,25%) of 16 students were in very poor classification. It means that there are many students in fair and poor classification who compare excellent, good, and very poor before giving treatment.

Table 3
The classification of students' score on post-test

No.	Classification	Score	Frequency	%
1	Excellent	80-100	0	0%
2	Good	66-79	6	37.5%
3	Fair	56-65	7	43.75%
4	Poor	40-55	2	12.5%
5	Very Poor	30-39	1	6.25%
	Total		**16**	**100%**

Shows that most of the students' score in fair classification after giving treatment. Where 6 (37.5%) of 16 students were in good classification, 7 (37.5%) of 16 students were in fair classification, 2 (12.5%) of 16 students were in poor classification, and 1 (6.25%) of 16 students were in very poor classification. It means that after giving treatment the students' scores are increased based on the classification. It indicated that students' pronunciation is improving after using a homophone game.

A. The mean score and standard deviation of the students' pre-test and post-test
    1. Mean Score of Pre-Test and Post-Test

Pre-test = 48.81
Post-test = 59.62

2. Standard Deviation

Table 4
Mean Score and Standard Deviation of Pre-Test and Post-Test

No.	Test	Mean Score	Standard deviation
1	Pre-test	48.81	0.372295
2	Post-test	59.62	0.404635

Based on the table above, the mean scores of students' pronunciation ability before giving treatment in pre-test is 48.81, and after giving treatment in post-test, the students' mean score is 59.62 It means that there is an increase in students' pronunciation using homophone games.

The data above showed that there were differences between the pre-test and post-test scores. Some students' scores increase after receiving treatment. It means that the use of homophone games can be said to be effective on students' learning abilities (Shek & Sun, 2012). The effectiveness can be measured by looking at the scores before and after receiving treatment. In addition, students' learning progress is also measured by comparing the average score of students on the pretest was 48.81 and the post-test was 59.62. If the two average scores are taken into account the students' ability before and after giving treatment. The researcher can state that the quality of the students' ability improved from " Poor" to "Fair".

3. The T-Test Analysis

Having analyzed the data of pre-test and post-test by using the t-test formula. The data showed the value of t-test (787.108).

T-table to find out degree of freedom (df) the researcher used the formula:

Df = N – 1
= 16 – 1
= 15

For the level significant (p) 5% and df = 15, the value of the table is 1.75305, while the value of t-test is 787.108. It means that the t-test value is greater than t-table (787.108 > 1.75305). Thus, it can be concluded that students' pronunciation through homophone games were significantly better after being given treatment.

After looking at the results of the pre-test and post-test score, as a result the researcher can draw the conclusion that the use of homophone games can be said to be effective in improving students' pronunciation skills in class VII B MTsN Kepulauan Selayar.

Conclusion

Effective homophone games in pronunciation in seventh grade MTsN Selayar Islands. This can be proven by after effect data analysis on pre-test and post-test. In addition, there are differences in students' pronunciation abilities in class VII students of

MTsN Kepulauan Selayar before and after being given treatment. If indicated by the average value in the pre-test and post-test. In the pre-test, the researcher found the students' mean score was 48.81 and the standard deviation was 0.372295, which means that the students' pronunciation skills before treatment were in a poor classification. However, after being given treatment using a homophone game, the researcher found the average score of the students was 59.62 and the standard deviation was 0.404635. The use of homophone games is effective after being given treatment.This means that the quality of students' pronunciation increases from "Less" to "Enough" classification after using homophone games in giving treatment.

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