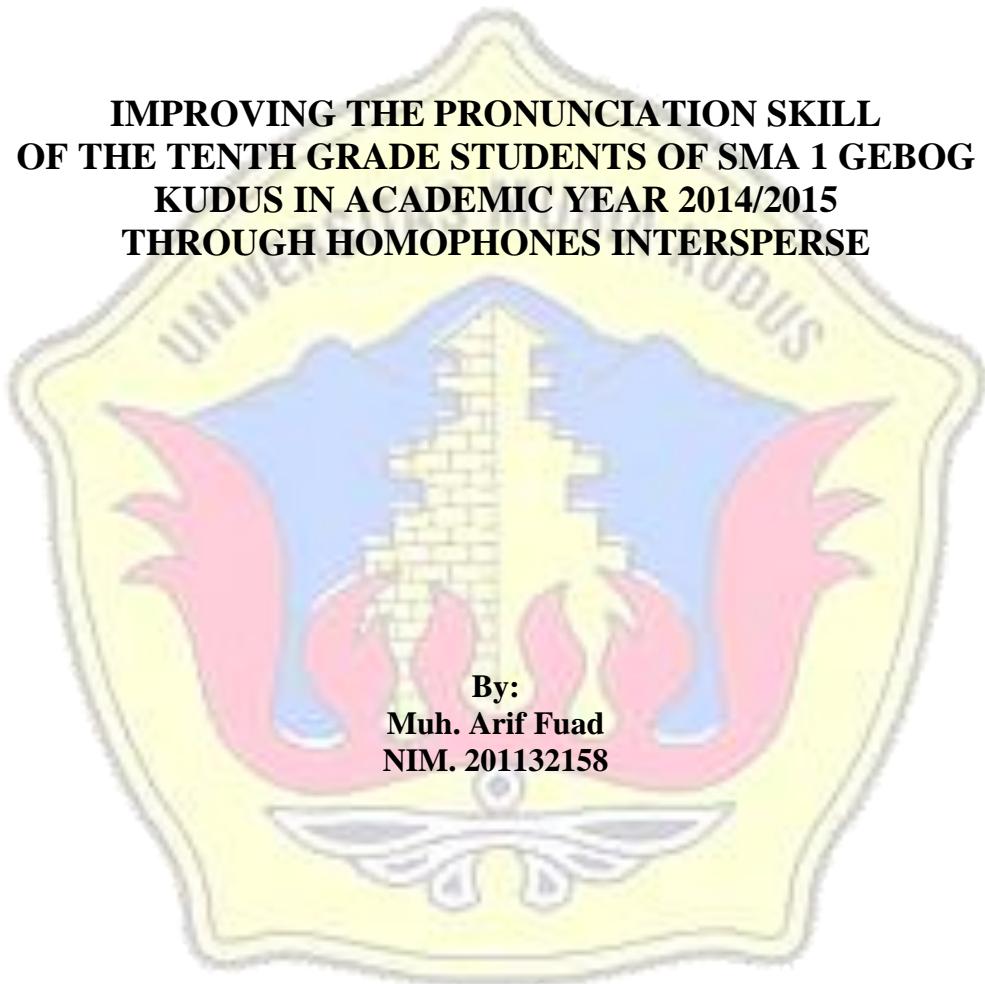




**IMPROVING THE PRONUNCIATION SKILL
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THROUGH HOMOPHONES INTERSPERSE**



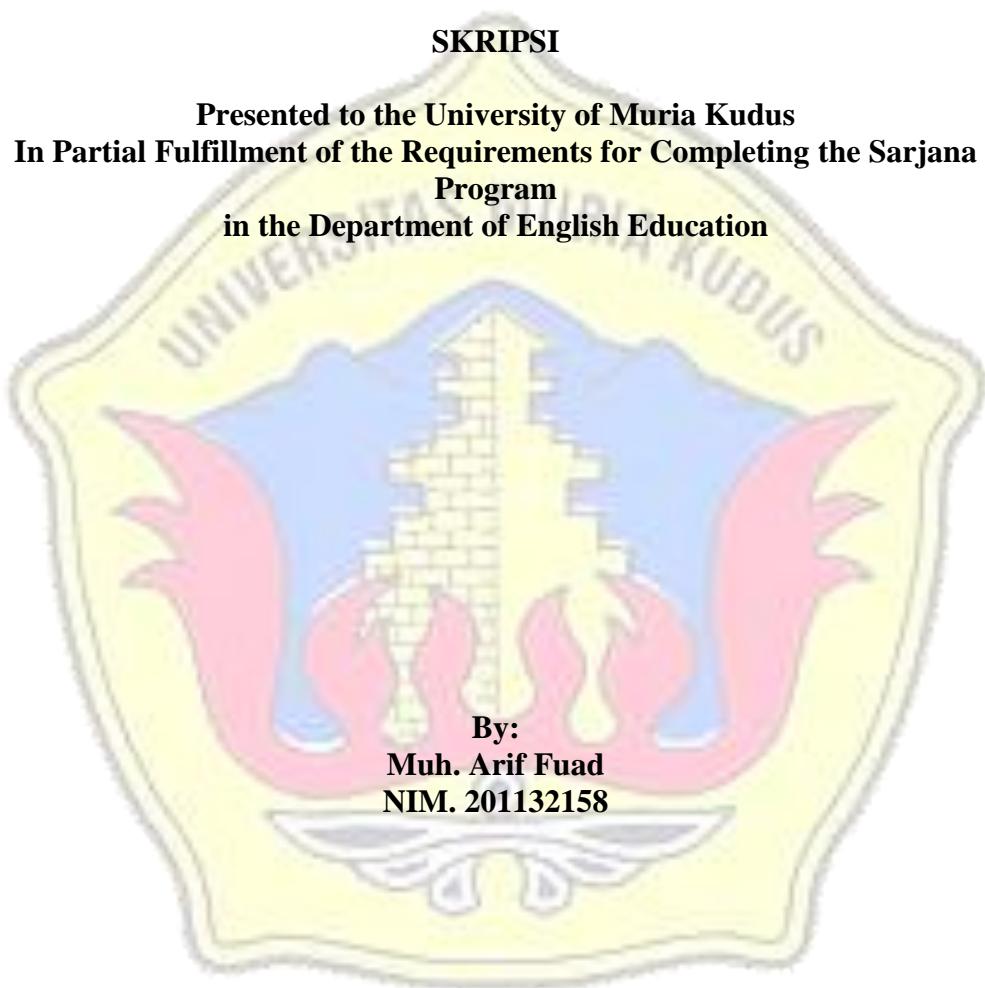
**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2015**



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IN ACADEMIC YEAR 2014/2015
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SKRIPSI

**Presented to the University of Muria Kudus
In Partial Fulfillment of the Requirements for Completing the Sarjana
Program
in the Department of English Education**



**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2015**

MOTTO AND DEDICATION

MOTTO:

- “LOVE” can create anything is possible.
- Do anything pleasurable, and then the result will be pleasurable.
- Must be better again and again.
- Keep spirit and do the best in any activity for the real value.
- Try to do the best, but never try to be the best.
- Have passion and intention, then try and pray to do it.
- Don’t try to be a success man, but rather try to be a valuable man. (Albert Einstein)

DEDICATION:

This skripsi is dedicated to:

- The researcher’s parents
(Achmad Sa’id and Noor Afifah).
- The researcher’s special one (Lilif Zul Alifah).
- The researcher’s brothers
(Hasan Akhbab, Nusron Yaqin, Muhammad Makhrus Azmi).
- All people around him.

ADVISOR'S APPROVAL

This is to certify that the *Skripsi* of Muh. Arif Fuad (201132158) has been approved by the *skripsi* advisors for further approval by the Examining Committee.

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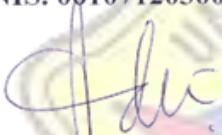
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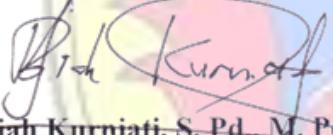
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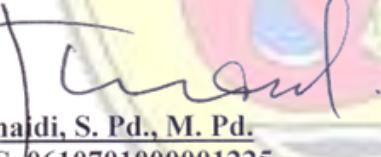
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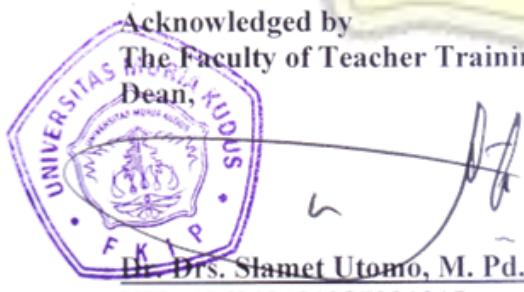

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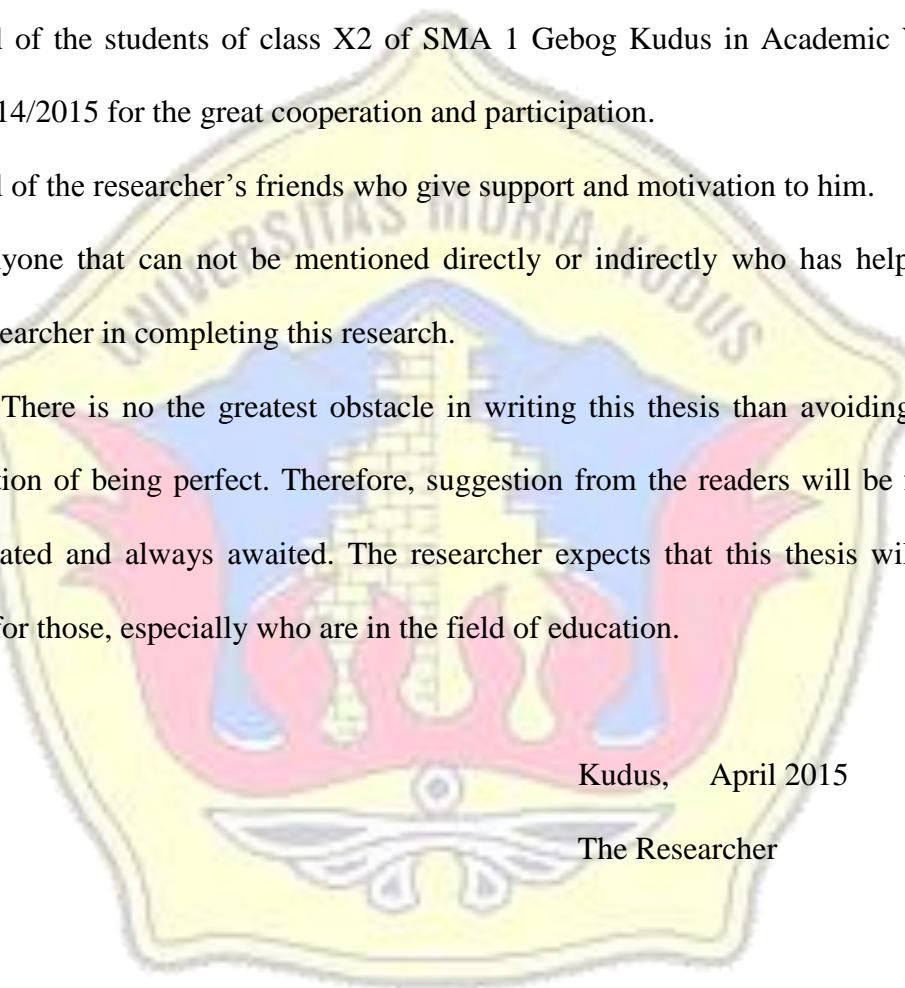

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- 
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There is no the greatest obstacle in writing this thesis than avoiding the temptation of being perfect. Therefore, suggestion from the readers will be fully appreciated and always awaited. The researcher expects that this thesis will be useful for those, especially who are in the field of education.

Kudus, April 2015

The Researcher

Muh. Arif Fuad

ABSTRACT

Arif Fuad, Muh. 2015. *Improving the Pronunciation Skill of the Tenth Grade Students of SMA 1 Gebog Kudus in Academic Year 2014/2015 through Homophones Intersperse.* Skripsi: English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (1) Dra. Sri Endang Kusmaryati, M. Pd., (2) Agung Dwi Nurcahyo, S.S., M. Pd.

Key words: *Homophones intersperse, technique of teaching, pronunciation skill, and classroom action research*

In English language teaching, there are five English components namely: Grammar, Vocabulary, Pronunciation, Fluency and Comprehension. One of them should be noticed pronunciation is considered difficult component that can be applied in English language teaching. The fact shows that there are many students of tenth graders especially the students of class X2 of SMA 1 Gebog Kudus who still have low capability in pronunciation. They tend to feel frightened to pronounce English words. They are afraid of making mistakes on their pronunciation. In other words, in teaching and learning process they are too shy to pronounce English words. Therefore, the researcher proposes Homophones Intersperse as a technique of teaching to solve the students' problem.

The objective of this research is to find out whether Homophones Intersperse can improve the pronunciation skill of the tenth grade students of SMA 1 Gebog Kudus in academic year 2014/2015.

This research belongs to classroom action research. This research is conducted in SMA 1 Gebog Kudus, while the subject is the students of class X2 of SMA 1 Gebog Kudus that consist of 32 students. This research is done in 2 cycles. There are two meetings in each cycle which consist of four stages, those are: planning, acting, observing, and reflecting. In this research, there are two instruments that are used by the researcher to collect the data. They are observation sheet and oral test.

Based on the finding of this research, the students' average score is improved from 69.9 in cycle 1 then it is changed into percentage to be 69.9 % to 78.5 in cycle 2 that is changed into percentage to be 78.5 %. From the data above, the category of the average score of the students' pronunciation skill in cycle 1 is sufficient, while the category of the average score of the students' pronunciation skill in cycle 2 is good. In cycle 1, the teacher did not apply the technique well because the teacher was still confused about the steps of applying the technique and there were some students who did not pay attention well to the teacher so they were not confident and still confused in pronouncing English words when they practiced the scenario of the story as a role play in front of the class. While in cycle 2, the teaching and learning process was more effective than before. The teacher made the students kept on practicing to pronounce the list of homophones well. One student pronounced two homophones then all students pronounced the

homophones together. It encouraged the students to be more active during the implementation of Homophones Intersperse in teaching and learning process so the students could practice to pronounce the list of homophones well. In oral test, the students were better in practicing the scenario of the story as a role play in front of the class. They practiced the scenario with good pronunciation. The students were not confused and more confident in pronouncing English words. From the explanation, it can be concluded that Homophones Intersperse can improve the students' pronunciation skill of class X2 of SMA 1 Gebog Kudus in Academic Year 2014/2015.

From the facts above, the researcher give suggestions to the English teacher to apply Homophones Intersperse in teaching and learning process to solve the students' problem. So the teacher can apply this technique as the technique of teaching in order to make the students more interested in pronouncing many English words.



ABSTRAK

Arif Fuad, Muh. 2015. *Meningkatkan Kemampuan Pelafalan Siswa Kelas X SMA 1 Gebog Kudus Tahun Ajaran 2014/2015 Melalui Homophones Intersperse*. Skripsi: Pendidikan Bahasa Inggris, Fakultas Keguruan Ilmu Pendidikan Universitas Muria Kudus. Pembimbing: (1) Dra. Sri Endang Kusmaryati, M. Pd., (2) Agung Dwi Nurcahyo, S.S., M. Pd.

Kata-kata kunci: *Homophones intersperse, teknik pengajaran, kemampuan pelafalan, penelitian tindakan kelas*

Dalam pengajaran Bahasa Inggris, terdapat Lima komponen Bahasa Inggris yang disebut: Tata Bahasa, Kosa Kata, Pelafalan, Kelancaran, dan Komprehensi. Salah satu yang harus diperhatikan yaitu pelafalan dianggap komponen yang susah yang diterapkan didalam pengajaran Bahasa Inggris. Fakta menunjukkan bahwa terdapat banyak siswa kelas X khususnya siswa kelas X2 SMA 1 Gebog Kudus yang masih kurang dalam kemampuan pelafalan. Mereka cenderung merasa takut untuk melafalkan kata-kata Bahasa Inggris. Mereka takut membuat kesalahan dalam pelafalan mereka. Dengan kata lain, dalam proses belajar mengajar mereka begitu malu untuk melafalkan kata-kata Bahasa Inggris. Maka dari itu, peneliti mengajukan teknik *Homophones Intersperse* untuk mengatasi masalah para siswa tersebut.

Tujuan dari penelitian ini adalah untuk mengetahui apakah *Homophones Intersperse* dapat meningkatkan kemampuan pelafalan siswa kelas X SMA 1 Gebog Kudus tahun pelajaran 2014/2015.

Penelitian ini termasuk penelitian tindakan kelas. Penelitian ini dilaksanakan di SMA 1 Gebog Kudus, sedangkan subjek penelitian ini adalah siswa kelas X2 yang tediri dari 32 siswa. Penelitian ini diselesaikan dalam 2 siklus. Terdapat dua kali pertemuan dalam masing-masing siklus yang terdiri dari empat tahap, yaitu: perencanaan, pelaksanaan, observasi, dan refleksi. Dalam penelitian ini, terdapat dua instrumen yang digunakan oleh peneliti untuk mengumpulkan data. Dua instrumen tersebut yaitu lembar observasi dan tes oral.

Berdasarkan temuan dalam penelitian ini, nilai rata-rata siswa meningkat dari 69,9 di siklus 1 yang kemudian diubah menjadi persentase sebesar 69,9 % menjadi 78,5 yang diubah menjadi persentase sebesar 78,5 %. Kategori nilai rata-rata siswa pada siklus 1 adalah cukup, sedangkan kategori nilai rata-rata siswa pada siklus 2 adalah baik. Pada siklus 1, guru tidak menerapkan tekniknya dengan baik karena masih bingung dengan langkah-langkah menerapkan teknik tersebut dan terdapat beberapa siswa yang tidak memperhatikan guru dengan baik sehingga mereka tidak percaya diri dan masih bingung dalam melafalkan kata-kata Bahasa Inggris ketika mereka mempraktekkan skenario dongeng seperti *role play* di depan kelas. Sedangkan pada siklus 2, proses belajar mengajar lebih efektif daripada sebelumnya. Guru membuat para siswa tetap praktik untuk melafalkan daftar kata-kata homofon dengan baik. Satu siswa melafalkan dua kata-kata homofon kemudian melafalkan kata-kata homofon bersama-sama. Itu

mendorong para siswa menjadi lebih aktif selama penerapan *Homophones Intersperse* dalam proses belajar mengajar sehingga para siswa bisa praktik untuk melafalkan daftar kata-kata homofon dengan baik. Pada tes oral, para siswa menjadi lebih baik dalam mempraktekkan skenario dongeng seperti *role play* di depan kelas. Mereka mempraktekkan skenarionya dengan pelafalan yang baik. Para siswa tidak bingung dan menjadi lebih percaya diri dalam melafalkan kata-kata Bahasa Inggris. Dari penjelasan diatas, dapat disimpulkan bahwa *Homophones Intersperse* dapat meningkatkan kemampuan pelafalan siswa kelas X2 SMA 1 Gebog Kudus tahun ajaran 2014/2015.

Berdasarkan fakta-fakta diatas, peneliti memberikan saran kepada guru Bahasa Inggris untuk menerapkan teknik *Homophones Intersperse* dalam proses belajar mengajar untuk mengatasi masalah para siswa tersebut. Sehingga, guru dapat menerapkan teknik ini sebagai teknik pengajaran untuk membuat para siswa lebih tertarik dalam melafalkan banyak kata-kata Bahasa Inggris.



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