SKRIPSI

THE ABILITY OF STUDENTS' PRONUNCIATION TAUGHT BY USING HOMOPHONES GAME AT TENTH GRADE OF SMA N 1 KARANGANYAR DEMAK IN ACADEMIC YEAR 2016 / 2017

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UNIVERSITAS MURIA KUDUS

THE ABILITY OF STUDENTS' PRONUNCIATION TAUGHT BY USING HOMOPHONES GAME AT TENTH GRADE OF SMA N 1 KARANGANYAR DEMAK IN ACADEMIC YEAR 2016 / 2017

SKRIPSI

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MOTTO AND DEDICATION

MOTTO

- Education is not learning of facts, but the training of the mind to think (Albert Einstein)
- A lot of people said I was crazy, until they can see my success because of my madness (Bob Sadino)
- Your future is your unknown paradise

DEDICATION:

This skripsi dedicated to:

- My beloved parents (Mr.Bakrim and Mrs. Imboh), thank you for always prays for my success.
- My beloved sisters (Sholikatun and Sutrimah)
- All of my friends who gives me attention and support.
- All of tenth grade students at SMA N 1 KaranganyarDemak.

ADVISORS' APPROVAL

This is to certify that the *Skripsi* of Tri Supriyati (201232096) has been approved by the *skripsi* advisors for further approval by the Examining Committee.

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The writer understandthat she would not be able to finish her skripsi without any guidance, advice, suggestion and passionfrom many people. Through this occasion, the writer would like to express her graitude and thanks to:

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The writer hopes that thisSkripsi will be useful for those who are in the field of education. Aamiin.

Kudus, August 2016
The Writer

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ABSTRAK

Supriyati, Tri. 2016. *Kemampuan dari Pengucapan Siswa Kelas X di SMA N 1 Karanganyar Demak Tahun Ajaran 2016/2017 Diajar dengan Menggunakan Permainan Homofon. Skripsi.* Jurusan Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muria Kudus. Penasihat: (i) Dr. H.A. Hilal Madjdi, M.P.d, (ii) Farid Noor Romadlon, S.Pd, M.Pd.

Kata kunci: Permainan Homofon, Kemampuan Pengucapan Siswa.

Pengucapan adalah salah satu unsur bahasa. Jelas pengucapan memberi kita percaya diri dalam berbicara bahasa Inggris kepada orang lain terutama penutur asli. Sayangnya, beberapa siswa dari SMA N 1 Karanganyar Demak berpikir bahwa pengucapan tidak benar-benar penting, penguasaan kosa kata dan tata bahasa yang cukup untuk komunikasi. Mereka masih miskin dalam pengucapan; ketika penulis meminta siswa untuk melafalkan beberapa kata dalam bahasa Inggris, seperti “there”, “their”, and “they’re", tapi mereka tidak bias mengucapkannya dengan benar, kadang-kadang mereka tidak bias membedakan beberapa pengucapan kata yang memiliki suara yang sama. Untuk mengatasi masalah tersebut, penulis menggunakan permainan homophone. Homophone menurut (Gottlob, Goldinger, Batu, dan Van Orden: 1999 di Jacobson, Lapp, dan Banjir: 2006), adalah kata yang memiliki lafal yang sama tetapi arti yang berbeda dan ejaan mungkin berbeda, seperti "two" (jumlah antara satu dan tiga) dan "too" (cara lain untuk mengatakan juga). Berdasarkan latar belakang di atas, penulis ingin melakukan penelitian yang berjudul “*Kemampuan Pengucapan Siswa Kelas X di SMA N 1 Karanganyar Demak Tahun Ajaran 2016/2017 Diajar dengan Menggunakan Permainan Homofon*”.

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada atau tidak ada perbedaan yang signifikan antara kemampuan pengucapan siswa kelas X di SMA N 1 Karanganyar Demak tahun ajaran 2016/2017 diajar dengan menggunakan permainan homofon.

Untuk menjawab pertanyaan penelitian, peneliti mengambil sebuah percobaan untuk berlatih homophone permainan dalam mengajar pengucapan bahasa Inggris. Penulis membuat satu kelompok pre-test dan post-test eksperimen. Jumlah sampel adalah 30. Penulis menggunakan tes lisan sebagai instrument untuk mengumpulkan data kemampuan pengucapan siswa sebelum dan sesudah diajarkan dengan menggunakan permainan homofon. Hasil percobaan menunjukkan perhitungan dari t-test, dengan tingkat signifikan 5%, tingkat kebebasan (DF) 29, dan t-tabel (tt) 2, 045, t-observasi (t_o) diperoleh adalah 16,84. Dengan kata lain, t-observasi lebih tinggi dari t-tabel (t_o>tt). Secara rinci, setelah diajarkan dengan menggunakan permainan homofon, nilai rata-rata 75 atau dikategorikan sebagai "baik", itu lebih tinggi dari rata-rata kemampuan

pengucapan siswa kelas X di SMA N 1 Karanganyar Demak tahun ajaran 2016/2017 sebelum diajarkan dengan menggunakan permainan homofon yang diperoleh 53 atau kategorikan sebagai "cukup". Oleh karena itu, hipotesis penelitian menyatakan bahwa ada perbedaan yang signifikan antara kemampuan pengucapan siswa kelas X di SMA N 1 Karanganyar Demak tahun ajaran 2016/2017 sebelum dan sesudah diajar dengan menggunakan permainan homofon.

Oleh karena itu, penulis memberikan saran bahwa menggunakan permainan homophone sangat baik bila diterapkan pada pembelajaran pengucapan. Di sini, kemampuan pengucapan para siswa lebih baik dari sebelum menggunakan homophone game.

ABSTRACT

Supriyati, Tri. 2016. *The Ability of Students' Pronunciation Taught by Using Homophones Game at Tenth Grade of SMA N 1 KaranganyarDemak in Academic Year 2016 / 2017. Skripsi.* English Education Departments, Teacher Training and Education Faculty, Muria Kudus University. Advisors: (i) Dr. H.A. HilalMadjdi, M.P.d, (ii) Farid Noor Romadlon, S.Pd, M.Pd.

Key words: Homophones Game, The Ability of Students' Pronunciation.

Pronunciation is one of language elements. Clear pronunciation gives us confident in speaking English to other people especially the native speakers. Unfortunately, some of the students of SMA N 1 KaranganyarDemak think that pronunciation is not really important, vocabulary mastery and grammar is enough for communication. They are still poor in pronunciation; when the writer asked students to pronounce some English word, such as "there", "their", and "they're", but they could not pronounce it properly, sometimes they cannot differentiate some word pronunciations which have similar sound. To solve the problem, the writer uses Homophone Game. Homophone according to (Gottlob, Goldinger, Stone, and Van Orden: 1999 in Jacobson, Lapp, and Flood: 2006), iswordthat has the same pronunciation but different meanings and perhaps different spellings, such as "two" (the number between one and three) and "too" (another way of saying as well). Based on the background above, the writer would like to do a research entitled "*The Ability of Students' Pronunciation Taught by Using Homophones Game at Tenth Grade of SMA N 1 KaranganyarDemak in Academic Year 2016 / 2017".*

The purpose of this research is to find out whether or not there is a significant difference between the ability ofstudents' pronunciation of the tenth grade students of SMA N 1 KaranganyarDemak in 2016 / 2017 academic year before and after being taught by using Homophone Game.

To answer the research question, the researchertook an experiment to practice Homophone Game in teaching English pronunciation. The writer made one group pre-test and post-test experiment. The number of sample was 30. The writer uses orally test as the instrument to accumulate the data of the ability of students' pronunciation before and after being taught by using Homophone Game. The result of the experiment showed the calculating of t-test, with the level of significant 5%, the degree of freedom (DF) 29, and t-table (t_t) 2, 045, the t-observation (t_o) obtained was 16,84. In other words, t-observation was higher than t-table ($t_o > t_t$). In detail, after taught by using Homophone Game, the mean 75 or categorized as "good", it was higher than mean ofthe ability of students' pronunciation of SMA N 1 KaranganyarDemak in 2016 / 2017 academic year before being taught by using Homophone Game which was obtained 53 or

categorized as “sufficient”. Therefore, the hypothesis of the research state that there was significant difference between the ability ofstudents’ pronunciation of the tenth grade students of SMA N 1 KaranganyarDemak in 2016 / 2017 academic year before and after being taught by using Homophone Game.

Therefore, the writer suggeststhat the use of homophone game very good when applied to learning pronunciation. There, the ability of students’ pronunciation more than better before using homophone game.

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