

**IMPROVING STUDENTS' PRONUNCIATION OF
CLASS VIII IN ENGLISH SUBJECT BY USING
HOMOPHONE GAME IN MTs MA`ARIF
BOLAROMANG**



THESIS

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Proposed by:

FITRIANI

NIM: 180110015

Supervisors :

1. Drs. Syamsir, M.Pd.I
2. St. Rahmaniah Bahrn, S.Pd., M.Pd.

**ENGLISH STUDY PROGRAM
FACULTY OF TARBIAH AND TEACHER TRAINING
ISLAMIC INSTITUTE OF MUHAMMADIYAH SINJAI
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Name : Fitriani
NIM : 180110015
Faculty : Faculty of Tarbiyah anda Education
Study Program : English Studi Program

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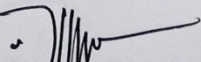
PENGESAHAN SKRIPSI

Skripsi berjudul *Improving Students' Pronunciation of Class VIII in English Subject by Using Homophone Game in MTs Ma'arif Bolaromang* yang ditulis oleh Fitriani Nomor Induk Mahasiswa 180110015, Mahasiswa Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan IAI Muhammadiyah Sinjai, yang dimunaqasyahkan pada hari Selasa, tanggal 26 Juli 2022 M bertepatan dengan 27 Dzulhijjah 1443 H, telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan diterima sebagai syarat memperoleh gelar Sarjana Pendidikan.

Dewan Penguji

Dr. Firdaus, M.Ag.	Ketua	(.....)
Dr. Ismail, M.Pd.	Sekretaris	(.....)
Dr. Ismail, M.Pd.	Penguji I	(.....)
Sitti Aminah, S.Hum., M.Hum.	Penguji II	(.....)
Dr. Syamsir, M.Pd.I.	Pembimbing I	(.....)
St. Rahmaniah Bahrin, S.Pd., M.Pd.	Pembimbing II	(.....)

Mengetahui,
Dekan FTIK IAIM Sinjai


Takdir, S.Pd.I., M.Pd.I.
NBM. 1213495

ABSTRAK

Fitriani. Meningkatkan Pengucapan Siswa Kelas VIII Dalam Mata Pelajaran Bahasa Inggris Dengan Menggunakan Permainan Homofon Di MTs Ma`arif Bolaromang. Program Studi Bahasa Inggris, Fakultas Tarbiyah Dan Keguruan, Institut Agama Islam Muhammadiyah Sinjai Tahun 2022.

Penelitian ini bertujuan untuk mengetahui apakah penggunaan permainan homofon dapat meningkatkan pelafalan atau pengucapan bahasa Inggris siswa kelas VIII MTs Ma`arif Bolaromang.

Jenis penelitian ini adalah one group pretest and posttest dengan pendekatan kuantitatif. Subyek penelitian ini adalah siswa kelas VIII MTs Ma`arif Bolaromang. Objek penelitian ini adalah Meningkatkan Pengucapan Siswa Kelas VIII Mata Pelajaran Bahasa Inggris dengan Menggunakan Permainan Homofon di MTs Ma`arif Bolaromang. Teknik pengumpulan data adalah observasi, tes dan dokumentasi. Teknik analisis data menggunakan uji T sederhana berpasangan dengan menggunakan aplikasi SPSS 25.

Hasil penelitian menunjukkan bahwa penggunaan permainan homofon mampu meningkatkan pengucapan bahasa Inggris siswa kelas delapan MTs Ma`Arif Bolaromang. Pada tabel statistik sederhana berpasangan dapat dilihat pada tabel rerata nilai posttest lebih besar dari nilai pretest yaitu nilai pretest 43,9091 dan posttest 72,6818. Hal ini menunjukkan adanya peningkatan setelah dilakukan tindakan. Hasil yang lebih signifikan diperoleh dari nilai sebelum dan sesudah tindakan dapat dilihat pada tabel uji pasangan sederhana yaitu nilai Thitung 9,584. Dan nilai ttabel sebesar 0,561, hal ini menunjukkan bahwa nilai thitung lebih besar dari nilai ttabel dengan sig (2 sisi) = 0,000 < 0,01. Berdasarkan hasil pengujian, H0 ditolak dan H1 diterima. Jadi dapat disimpulkan bahwa ada pengaruh yang dihasilkan dari penggunaan media permainan homofon terhadap pengucapan bahasa Inggris siswa. Jadi dapat

disimpulkan bahwa ada pengaruh yang dihasilkan dari penggunaan media permainan homofon terhadap pengucapan bahasa Inggris siswa, dan pengaruh yang dihasilkan meningkat dari sebelumnya.

Kata Kunci: Pengucapan; Homofon; Permainan Homofon.

ABSTRACT

Fitriani. Improving the Pronunciation of Class VIII Students in English Subjects Using Homophone Games at MTs Ma`arif Bolaromang. English Education Study Program, Faculty of Tarbiyah and Teacher Training, Muhammadiyah Sinjai Islamic Institute in 2022.

This study aims to determine whether the use of homophone games can improve the pronunciation of the eighth grade students of MTs Ma`arif Bolaromang.

The type of the research is one group pretest and posttest with a quantitative approach. The subjects of this study were students of class VIII MTs Ma`arif Bolaromang. The object of this research is Improving the Pronunciation of Class VIII Students in English Subjects by Using Homophone Games at MTs Ma`arif Bolaromang. Data collection techniques are observation, test and documentation. The data analysis technique used a simple paired T test using the SPSS 25 application.

The results showed that the use of homophone games was able to improve the English pronunciation of eighth grade students of MTs Ma`arif Bolaromang. In the simple paired statistical table, it can be seen in the table that the average posttest value is greater than the pretest value; the pretest value is 43.9091 and posttest is 72.6818. This shows an increase after the action. More significant results are obtained from the values before and after the action can be seen in the simple pair test table, where the Tcount value is 9.584. And the ttable value is 0.561, this shows that the tcount value is greater than the ttable value with sig (2 sides) = 0.000 < 0.01. Based on the test results, H0 is rejected and H1 is accepted. So it can be concluded that there is an effect resulting from the use of homophone game media on students' English pronunciation. So

it can be concluded that there is an effect resulting from the use of homophone game media on students' English pronunciation, and the resulting effect is increasing than before.

Keywords: Pronunciation; Homophones; Homophone Game.

المستخلص

فطرياني. تحسين نطق طلاب الفصل الثامن في موضوعات اللغة الإنجليزية باستخدام ألعاب Homophone في مدرسة الثانوية معارف بولارومنج برنامج دراسة تعليم اللغة الإنجليزية، كلية التربية وتدريب المعلمين، جامعة الإسلامية المحمدية سنجائي الإسلامي عام 2022.

تهدف هذه الدراسة إلى تحديد ما إذا كان استخدام الألعاب المتجانسة يمكن أن يحسن نطق طلاب الصف الثامن في مدرسة الثانوية معارف بولارومنج.

نوع البحث هو مجموعة واحدة قبل الاختبار والاختبار البعدي مع النهج الكمي. كان موضوع هذه الدراسة طلاب الصف الثامن مدرسة الثانوية معارف بولارومنج. الهدف من هذا البحث هو تحسين نطق طلاب الصف الثامن في موضوعات اللغة الإنجليزية باستخدام ألعاب Homophone في مدرسة الثانوية معارف بولارومنج. تقنيات جمع البيانات هي الملاحظة والاختبار والتوثيق. استخدمت تقنية تحليل البيانات اختبار T مزدوج بسيط باستخدام تطبيق SPSS 25.

أظهرت النتائج أن استخدام الألعاب المتجانسة كان قادراً على تحسين نطق اللغة الإنجليزية لطلاب الصف الثامن في مدرسة الثانوية معارف بولارومنج. في الجدول الإحصائي المزدوج البسيط، يمكن ملاحظة أن متوسط قيمة الاختبار اللاحق أكبر من قيمة الاختبار القبلي، قيمة الاختبار القبلي 43.9091 والاختبار البعدي 72.6818. هذا يدل على زيادة بعد العمل. يتم الحصول على نتائج أكثر أهمية من القيم قبل وبعد الإجراء الذي يمكن رؤيته في جدول T اختبار الزوج البسيط، حيث تكون قيمة عدد T هي 9.584. وقيمة جدول T هي 0.561، وهذا يدل على أن قيمة عدد T أكبر من قيمة جدول T مع سيج (جانبان) $0.01 > 0.000 =$

بناءً على نتائج الاختبار، يتم رفض H_0 وقبول H_1 . لذلك يمكن الاستنتاج أن هناك تأثيرًا ناتجًا عن استخدام وسائط الألعاب المتجانسة على نطق الطلاب باللغة الإنجليزية. لذلك يمكن الاستنتاج أن هناك تأثير ناتج عن استخدام وسائط الألعاب المتجانسة على نطق الطلاب باللغة الإنجليزية، والتأثير الناتج يتزايد عن ذي قبل.

الكلمات الأساسية: النطق؛ الهوموفون. لعبة. Homophone.

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Fitriani
180110015

TABLE OF CONTENTS

COVER	Err
or! Bookmark not defined.	
STATEMENT OF WORK'S ORIGINALITY	ii
<i>PENGESAHAN SKRIPSI</i>	Err
or! Bookmark not defined.	
<i>ABSTRAK</i>	iv
ABTRACT	vi
المسند تخلص	viii
ACKNOWLEDGEMENT	x
TABLE OF CONTENTS	xiii
i	
LIST OF TABLE	xv
APPENDIX LIST	xvii
CHAPTER I INTRODUCTION	1
A. Background	1
B. Research Question	5
C. Objective of the Research	5
D. Significant of the Research	5
CHAPTER II THEORITICAL REVIEW	7
A. Literature review	7
B. Previous Research.....	22
C. Hypothesis	26

CHAPTER III RESEARCH METHODOLOGY	27
A. Research Method	27
B. Place and time of research	28
C. Variable Definition	28
D. Population and Sample	29
E. Action Type	31
F. Data Colection Technique	31
G. Research Instrument	33
H. Data Analysis Technique	39
CHAPTER IV RESEARCH RESULT	43
A. Overview of the Research Location	43
B. Results and Discussion Research	78
CHAPTER V	
CONCLUSION AND SUGGESTION	82
A. Conclusion	82
B. Suggestion	83
REFERENCES	84
APPENDIX	

LIST OF TABLE

Table 1.1	Student Test Result Data Befor Action.....	3
Table 3.1	Observation Sheet	34
Table 3.2	Description of Assessment Criteria	35
Table 3.3	Oral Test Grid	36
Table 4.1	Student Data for Class VIII MTs Ma`arif Bolaromang	49
Table 4.2	MTs Ma`arif Bolaromang Observation Data Before Using Homophone Game Media.....	52
Table 4.3	Description of Assessment Criteria	54
Table 4.4	Oral Test Grid	54
Table 4.5	Student Test Result Data Before Action (Pre-Test	56
Table 4.6	Description of Assessment Criteria	57
Table 4.7	MTs Ma`arif Bolaromang Observation Data After Using Homophone Game Media.....	58
Table 4.8	Description of Assessment Criteria	59
Table 4.9	Student Test Result Data After Action (Post-Test)	60

Table 4.10	Description of Assessment Criteria	61
Table 4.11	Instrument Validity Test Results Questions	71
Table 4.12	Description of Validity Test Results.....	72
Table 4.14	Results of Realibility Test.....	73
Table 4.15	Results of Normality Test	74
Table 4.16	Paired Samples Statistics	75
Table 4.17	Paired Samples Correlations	76
Table 4.18	Paired Samples Test.....	80

APPENDIX LIST

Appendix 1 Observational Instrument Grid.....	89
Appendix 2 Observation Sheet	91
Appendix 3 Result of Observation.....	93
Appendix 4 Pre-Test And Post-Test Instrument Grid.....	95
Appendix 5 Student Data for Class VIII MTs Ma`arif Bolaromang.....	98
Appendix 6 Results of Research Instruments	100
Appendix 7 Research Schedule.....	101
Appendix 8 Research Documentation.....	103
Appendix 9 Learning Implementation Plan	110
Appendix 10 Research Advisory Certificate	111
Appendix 11 Research Permit.....	113
Appendix 12 Certificate of Having Conducted Research	114
Appendix 13 Research Advisory Certificate	115
Appendix 14 Author Biography.....	116
Appendix 15 <i>Hasil Turnitin</i>	117

CHAPTER I

INTRODUCTION

A. Background

Language is a tool that makes sounds from human speech organs and is used by persons or individuals to communicate. Language is separated into two categories. First, there is the sound produced by the human speaking mechanism, and the flow of the spoken sound itself has an inferred meaning. The auditory system is stimulated by sound, which is a vibration. Second, the substance in a sound stream that creates a response or reaction to what we hear is called meaning (Rina Devianty, 2017). The sound we hear now is an utterance. It is impossible to call a sound produced by a speaking device a language if it contains no meaning.

In Indonesia, English is an international language that is frequently or widely used in a variety of fields. The national curriculum includes English (Andre Chandra Laudhana, Ajeng Savitri Puspaningrum, 2020).

English is one of the languages spoken on this planet, with English being spoken in more countries than any other language save Chinese. English is a language that is believed to have one of the most

difficult spelling or learning systems in the world, because the pronunciation differs from what is written (Dewi and Yadi Prihmayadi Kustanti, 2017: 172). For example, book (book) has the sound /buk/, while cute (cute) has the pronunciation /kyu:t/.

Studying and mastering English is a necessary that is extremely vital for humans, particularly for students in Indonesia. However, learning English is still a tough and sometimes frightening task for most people, due to the differences in writing and pronunciation (Refi Arfamaini, (2016). Listening, speaking, reading, and writing are the four parts of English that must be taught (writing). However, the author will only concentrate on the speaking part, which is concerned with how to pronounce or say words, a process known as pronunciation.

The pronunciation of words in English is determined by how they appear in English dictionaries, such as the Oxford Dictionary and the Longman Dictionary. These two huge English dictionaries are extremely useful and are frequently consulted when studying English. The better the speaker's pronunciation, the more people will comprehend what

he or she is saying in English. Because pronunciation is the most important aspect of understanding English, it must be learnt. The verse that mentions the pronunciation / words is QS . Taha verses 27-28:

وَاحْلُلْ عُقْدَةً مِّنْ لِّسَانِيْ - فَفَقَهُوا قَوْلِيْ ۖ

“And let go of the stiffness in my tongue, that they may understand my words (Qur`an kemenag 2019).

The verse above explains how important it is to convey a word well or pronounce a word well so that the other person understands and understands what we are talking or saying.

Based on initial observations made at MTs Ma`arif Bolaromang, it was found that students' English skills were still very limited, especially those related to pronunciation. This is confirmed by the teacher's statement that students' abilities are still very far from expectations. And it can also be seen from the student data, namely the initial score of student pronunciation or the pre-test score, which is as follows:

Table 1.1 Student Test Result Data Before Action

NO.	Name	NISN	Score	Category
1.	A. ZH	0098498293	45	Enough
2.	ABD. A	0081581609	31	Not Enough

3.	AF	0086450371	28	Not Enough
4.	A. IS	0083869167	32	Not Enough
5.	A	0081289288	70	Good
6.	AK		37	Enough
7.	AR	0088262714	42	Enough
8.	DS		26	Not Enough
9.	F AI-M	0089797613	27	Not Enough
10.	H	0085470486	35	Enough
11.	I	0084721903	75	Good
12.	KA		30	Not Enough
13.	M. AF	0087538344	41	Enough
14.	M. AR		39	Enough
15.	M. A	0095352525	30	Not Enough
16.	M	0085760273	38	Enough
17.	MF	0083668672	75	Good
18.	NA	3085083971	75	Good
19.	N	0085929553	50	Enough
20.	F	0083022299	40	Enough
21.	RAP	0076153002	30	Not Enough
22.	WM	0087634930	70	Good

Based on the results of Dewi Pratiwi's research entitled "The use of Homophone Game to Improve students pronunciation at MTs Negeri Sidenreng Rappang". That the use of this homophone game can improve students' pronunciation, therefore I use this method in this study. I hereby carry out a research entitled "Improving Students' Pronunciation Of Class

VIII In English Subjects By Using Homophone Game In MTs Ma`arif Bolaromang".

B. Research Question

The formulation of the problem in this study is the use of Homophone Games could improve student class VIII pronunciation at MTs Ma`arif Bolaromang?

C. Objective of the Research

Based on the formulation of the problem above, the purpose of this study is to know whether the use of homophone games could or not improve the pronunciation or pronunciation of the eighth grade students of MTs Ma`arif Bolaromang English.

D. Significant of the Research

The benefits of this research are as follows:

1. Theoretical Benefits

This research is useful for the academic community in contributing to enriching scientific treasures and as an input for efforts to improve English pronunciation , especially at MTs Ma`arif Bolaromang.

2. Practical Benefits

- a. The results of this study can be used as valuable information for educational practitioners, both research institutions and the government in an

effort to improve the quality of education, especially the quality of education at MTs Ma`arif Bolaromang.

- b. The results of the study are useful as a reference in improving students' pronunciation skills by using Homophone Games .
- c. The results of this study will be one of the experiences that will broaden the horizons of thought and knowledge, especially regarding improving students' pronunciation skills by using Homophone Games.

CHAPTER II

THEORITICAL REVIEW

A. Literature review

1. Definition of Speaking

Reading, speaking, writing, and listening are the four skills that must be learned when studying English. Speaking in a the second or foreign language is often seen as the most challenging of the four skills. When you try to speaking, students should collect their thoughts and encode those ideas in the vocabulary and syntactic structures of the target language. Therefore, speaking is the ability to produce and share language their ideas (Z. F. Pratiwi & Ayu, 2020). Jadi peneliti When the listener understands what the speaker is saying, it can be classified as a good talent. There are four features of speaking:

- a. language learners talk a lot,
- b. There are four features of speaking:
- c. Students will be extremely motivated and enthusiastic about speaking.
- d. The resulting language is understandable to listeners (St. Rahmaniah Bahrn, 2020).

With that in learning English speaking is very important and must be learned. Because with that someone will be able to use English correctly.

The researcher will just focus on the speaking portion of this study, since there are parts to learning speaking that include pronunciation. Pronunciation is critical in speaking because one learns good and precise English pronunciation skills so that listeners understand and accept what is being said.

2. Definition of pronunciation

The most important component of learning English is pronunciation. because it is the most crucial aspect of speaking English, so that others can understand us. Stress and intonation can communicate meaning when conversing. When speaking English, we must be extremely cautious when pronouncing words because if we do it incorrectly, the audience would misunderstand or not understand what we are saying. Pronunciation is a method of pronouncing and spelling English words, according to the American English dictionary, and it is a tough task because various languages can be spelled in a variety of ways. For

example, the phonetic symbol I represents the sound in the word "eat," and the writing, which differs much from the pronunciation, can be written in thirteen various ways, as described in the following words: Caesar, be, and the sea, for example (Dewi Pratiwi, 2019, 33–35).

According to Oxford University Press, pronunciation is the act or way of saying articulation, and pronunciation is a way of pronouncing or saying a word. According to Kelly, pronunciation is the "Cinderella" of foreign language instruction. He claims that learning English pronunciation takes longer than studying other languages.

Pronunciation is a tough skill to master, yet it is crucial in learning a foreign language (English) in comparison to other languages. Students, on the other hand, frequently make mistakes in the pronunciation of other languages (English). While good and precise pronunciation is important in and of itself, it is also something that allows others to understand our speech. Many people in Indonesia, as we all know, still find it difficult to pronounce English words correctly. This is owing to the fact that Indonesian and the original

speaker's own language have different speaking tendencies.

Starting with teaching and learning, pronunciation is the most challenging component. Pronunciation is crucial in learning effective communication from both producing and receptive sources. Because the interlocutor will readily grasp what we are saying or saying if we have good pronunciation. They are divided into two groups when it comes to teaching language pronunciation: first, there are those who enjoy teaching it, and second, there are those who dislike it; this is a dichotomous viewpoint. Because some teachers are worried about dealing with voice and intonation, and they also have a lot of activities to accomplish in class, there is a dichotomous attitude (Ismail Xodabande, 2017: 9).

Pronunciation refers to the clarity of a word and is an important factor in effective communication. In simple terms, pronunciation can be interpreted as the way people speak. Cook in Gilakjani defines pronunciation as the process of producing a language sound. (Amalia, 2020)

There are only two sound systems in Indonesia. There are two sound systems in English, namely vowels and consonants, although there are more than two sound systems, namely vowels, diphthongs, consonants, and clusters. The Indonesian vowels are /a/-/i/- and /u/-/e/-/o/, however there are numerous sorts of vowels in English, including /æ/-/e/- and others. As Indonesian speakers, vowel sounds in English are difficult to enunciate with our tongues. The following are examples of students' pronunciation (pronunciation) difficulties:

- a. Construction is an acronym for often used terms in regular English conversation. "Construction" is the process of combining two words into one. When written, some words or letters are removed, while others are combined, for example, "I am" becomes "I'm," and "are not" becomes "aren't," resulting in a different pronunciation. Many individuals have problems saying it in this scenario.
- b. Plural-s is the pronunciation of words that have a s or es added to them as a result of the change from singular to plural. For example, "book" becomes

"books," while "book" becomes "buku." This is a common pronunciation error among pupils.

- c. Ch is a word that has the following pronunciations: charge, Christian, and machine. There are three ways to pronounce this word: the ch sound as in wach (pronounced [tʃ]), the ch sound as in chemical (pronounced [k]), and the ch sound as in chef (pronounced [ʃ]). This pronunciation is still common among students and even adults.
- d. pronunciation –et is a word that ends in et, but the correct pronunciation is It or banca. Many individuals still pronounce basketball improperly, such as the Indonesian pronunciation ['ba:sket], although the right pronunciation is ['ba:skit]. The word is an English word that is directly absorbed by Indonesian, resulting in similar sound.
- e. Pronunciation of –ment is the pronunciation of words ending in -ment such as the word tournament and similar words.
- f. Silent letters are words in which one of the letters is omitted when spoken. There are many silent letters which consist of silent b, silent d, silent g,

silent h, silent l, silent n, and silent p . For example , climb which is pronounced [klaɪm] and the letter b is not mentioned (Dewi Kustanti and Yadi Prihmayadi, 2017: 176–178).

In teaching *pronunciation* there are 3 scopes that are the subject of discussion, namely as follows:

a. sound

An expert in language learning is particularly significant in describing and looking for sounds in a language by writing them using symbols, such as phonetic symbols, in learning English pronunciation. However, the symbols used in learning English are dependent on the accent utilized, such as accent (British or American). Vowels and consonants, which are contained in segmental features, make up the sound.

b. Rhythm and stress

Certain English words/pronunciations require rhythm to be established and is dependent on unity of tone (a set of words/words that are a stressed syllable) in order for the pronunciation to become clearer and more directed.

c. Intonation, rising and falling

In mastering English pronunciation, intonation refers to the rise and fall of tone (emphasis on a word). And this will have an impact on the meaning of the words uttered, as well as making it easier for someone to understand what we're saying and distinguishing between command and interrogative sentences.

The ability to analyze and recognize sounds is a fundamental talent that any English learner must possess, particularly while studying speaking and listening. This talent, which every English student possesses, will greatly assist them in comprehending what they hear more quickly and easily understanding what they are saying to others.

The major purpose of studying Pronunciation is for English learners to be able to pronounce English words correctly and completely like native speakers, so that when they are pronouncing English phrases or sentences, others can comprehend what is being said. Although achieving the perfect accent is difficult for non-native language learners, language learners can improve their pronunciation and make themselves more

understandable to their interlocutor by studying pronunciation.

It is critical to acquire English pronunciation since when speaking, a word pronunciation error can be catastrophic both in terms of meaning and understanding of the interlocutor. Also, plenty of practice and practice will be very beneficial in getting a better sound or pronunciation by frequently listening to a phrase or a sentence of dialogue (Poppy Sofia and Rosyid, 2020: 62).

The sound aspect of the language, as well as the writing or pronouncing system, is an important aspect of language. In English pronunciation, knowing the stress in a sentence and the necessary pauses in the sentence being uttered is referred to as the sound system.

In English there are two sound systems, namely, consonants and vowels.

1) Vocal Voice

Vowel sounds are air that escapes from the mouth and throat without restriction or constriction, resulting in a loose sound with no sound friction.

The vowels are separated into two categories:

a. Diphthong

Diphthongs are sounds created by switching vowel positions. Diphthongs are expressed in phonetics by a two-letter sequence, the first denoting the starting place and the second indicating the movement direction. : /ɹi/, /au/, /aɪ/, /eɪ/, /θʊ/, /ei/, /æ/. are all diphthongs.

b. Single Vocal

Single vowels, such as /ɜ:/, /ʌ:/, /u:/, /ɒ:/, /i:/, /I/, /ʌ/, /u /, /ɒ/, /e/, are vowels with only one sound. A single vowel can be split into two types: long vowels and short vowels. Long vowels include /ɜ:/, /ʌ:/, /u:/, /ɒ:/, /i:/ and /I/, /ʌ/, /u/, /ɒ/, /e/, /ə/ are the short vowel sounds.

2) Consonant Sound

Consonant sounds are noises or letters (dead or alive letters) that are produced by constricting the neck and preventing air from flowing freely through the mouth and throat. Consonants are made up of consonants.: /k/, /g/, /m/, /n/, /ŋ/, /θ/, /ð/, /l/, /r/, /d/, /w/, / j/, /t/, /d/, /f/, /v/, /s/, /z/, /p/, /b/, /tʃ/, /dʒ/, / Vowels and consonants are the two sound systems that pupils must master when pronouncing

a foreign language (English) (James Ayodele, Oluwatayo 2013).

3. Definition of homophone

Homophones are words that have diverse origins or meanings but are pronounced the same way. Because homophones are relative phrases, they have an uncertain or unclear meaning when uttered out of context. However, it is useful when employed since we may learn the various meanings of the same word/pronunciation. Homophones are words that share important sounds, however they must be two or more words that have separate meanings but the same pronunciation. True homophones, for example, draft, train, and board, are true homophones in homophones. A homophone is a word that has the same pronunciation as another but has a different meaning (Bridgest Robert, (2018).

Homophones are words that have the same sound pronunciation but different meanings despite their spelling or writing (Ramadani, (2020). Homophones are words with similar pronunciation but different spelling or writing, as well as diverse meanings.

The first type of homonym is homophones. Homophones are words that sound similar to or are similar to other words but have different meanings. The word homophone comes from the Greek word "homos," which means "the same." "phone" is short for "voice." Homophones are words that have the same or similar pronunciation but different meanings. When two or more different forms of writing share the same pronunciation, they are called homophones. So, while the sound is the same, the meaning is not (Wulandari Ritonga, 2018, 60–62). Examples of words that are *homophones are* :

1. Buy, by : *membeli dan oleh*
2. To, two : *ke dan dua*
3. Board, bored : *papan dan bosan*
4. Accept, except : *menerima dan kecuali*
5. Hear, here : *mendengar dan di sini*
6. Arm, arm : *lengan dan senjata*
7. Idol, idle, idyll : *idola, menganggur dan indah*
8. Here, hear : *disini dan mendengar*
9. I, eye : *saya dan mata*
10. For, four : *untuk dan empat*

Some examples of matching homophone words for a sentence are as follows:

Example: Please try not to (waste, waist) paper.

Directions: Choose the correct word.

1. Can I go to the party (to, too, two)?

Answer: To (ke), because the word “too ” does not match the sentence where “too ” means “*juga*”, as does “two ” which means “*dua*”.

2. I (sent, scent, cent) a letter to my aunt in Vietnam.

Answer: Sent (mengirim) because the word “scent ” means “*aroma*” and “cent” means “*sen*”.

3. The children got (bored, board) during the lecture.

Answer: Bored (bosan) because “board ” means “*papan*” and does not match the sentence above (Leonita Maria E Manihuruk, 2019).

4. Definition of Game

Hadfield in Riswal states that the game is defined as "an activity with rules, goals, and elements of fun". and also Webster and Mavies in Riswal stated that games are enjoyed universally, and encourage real attention to students, and intrinsic interest in the subject matter that students learn. Games are able to make

students more enthusiastic and happy in participating in learning. (Riswal, 2021)

5. Definition of Homophone Game

Fun activities, such as games, are one of the finest ways to assist students learn about homophones. We may utilize a game to teach homophones so that students are happy and understand what homophones are.

The game is an introduction or learning medium given to students in learning circumstances with aspects of competition or cooperation, and it can stimulate and involve students when they interact with other students. Many things that students see in their daily lives, including games and practically everything else save eating, sleeping, and watching TV, are seen as something they "should" do rather than something they "desire." As instructors, we must be aware of and adhere to these fundamental realities, as well as providing central role play in our classrooms (Pratiwi, D. (2019).

According to the British Council, the Homophone Game is a natural kind of homophone dictation that can be used to assist pupils remember

homophones. The game also emphasizes particular sounds that students may find difficult to hear and write. Homophone Games teach pupils about homophones and how they appear in ordinary English. When tutoring or classwork on homophones isn't enough, try a few different games to learn homophones in a fun but instructive way. According to the definition above, homophone games are activities that are designed to assist pupils recognize new homophone terms (Bunsen, 2015). Researchers will use homophone card games. The following are the methods for implementing homophone card game:

- a. The researcher prepared several cards containing different pictures in different English but with the same pronunciation.
- b. Then the researcher gave directions to the students to mention English from the homophone card.
- c. After applying the homophone card, the researcher then prepared several sentences in which there were homophone words, for example, Can I go to the party (to, too, two)?.
- d. Then the researcher gave directions to the students to match the words into sentences.

- e. Then the researcher divided the students into 5 groups.
- f. Researchers prepare homophone cards on the table in an inverted position.
- g. Then each group goes up in front of the class, opens 2 cards which are said to be homophones with 2 chances, if the second opportunity does not get 2 homophone words then there is a penalty and does not get a score, but if you get a homophone word then you get a score and can punish the losing group .
- h. The student who scores the most, can give punishment to the student with the lowest score.
- i. The punishment is in the form of writing 4 homophone words on the blackboard then reading aloud and correct pronunciation, then working on the homophone sentence questions that have been prepared.

B. Previous Research

There are several studies that are considered relevant to this research, including:

1. The results of Wulandari Ritonga's 2018 research *"Improving students' homophone through guessing*

game at grade XI SMA N 7" show that using this homophone improves students' English pronunciation, as evidenced by Wulandari Ritonga's data collection, namely, students' pronunciation skills improve significantly. The first cycle saw a 70.90 percent increase and the second cycle saw a 78.63 percent increase (Wulandari Ritonga 2018).

Wulandari Ritonga's research and this research are similar in that they both look at how students pronounce English words and use homophone games to help them improve their pronunciation. And the difference between Wulandari Ritonga's research and this research is that Wulandari Ritonga's research is Classroom Action Research, which has two cycles, but the researcher in this study employs quantitative research.

2. Sri Eka Lestari Nurjanah and colleagues' 2019 study *"Enhancing students' pronunciation accuracy via speechnotes application at MAN 1 Semarang"* found that using speechnote applications can help students improve their pronunciation. The results of his graph-based research revealed that pupils improved

their pronunciation after recording three times. Many students made mistakes pronouncing words in the first cycle, with the incorrect words accounting for 5.91 percent of the students' average. After being assigned the incorrect word action in the second cycle, it received 2.39 percent of the students' average (Nurjanah dkk, 2019: 406).

The similarity between the research of Sri Eka Lestari Nurjanah and her colleagues with this research is that they both examine the pronunciation of words in English.

What makes the difference in this study is that the research of Sri Eka Lestari Nurjanah and colleagues examined the pronunciation of each word spoken by students more generally, but in this study, the researcher only focused on words that were homophones or the same in pronunciation but different from writing.

3. According to Dewi Pratiwi's 2019 research, "*The use of homophone game to improve student's pronunciation at MTS Negeri 2 Sidenreng Rappang*," 1 of 30 students received a score of 3.33 percent, 4 of 30 students received a score of 13.33 percent, 7 of

them received a score of 23.33 percent, 12 of them received a score of 40 percent, and 6 of them received a score of 20 percent. As a result, the pre-test value is 51.92. After completing the action and receiving feedback, 8 of 30 students received a score of 26.67 percent, 20 students received a score of 66.67 percent, and two students received a score of 6.67 percent. As a result, the worth of the post-test is 75.57. As a result, Dewi Pratiwi's research met its goal, and the Homophone Game helped students improve their pronunciation (Dewi Pratiwi, 2019 37-38).

The distinction between Dewi Pratiwi's and this research is that they both look at students' pronunciation abilities and use homophone games to help them improve their pronunciation.

The difference between Dewi Pratiwi's research and this study is that Dewi Pratiwi's research is Classroom Action Research, which has multiple cycles, but the researcher in this study employs quantitative research.

C. Hypothesis

Because they perceive the current state of students who are happier and more understanding with fun learning or learning while playing, the usage of homophone games would increase students' pronunciation skills. The following are the study's hypotheses:

(H0) : The use of *homophone games* cannot improve the *pronunciation* of MTs Ma`arif Bolaromang students.

(H1) : The use of *homophone games* can improve the *pronunciation* of MTs Ma`arif Bolaromang students.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

In this study, the researcher used a classroom action research type. Classroom action research is a research activity carried out by the teacher in the learning process in class towards problems obtained from the results. These reflections and activities are accompanied by there is a purposeful action or treatment to improve the quality of learning (Miaz et al., 2020).

The research method used in this study is a quantitative research method. The quantitative technique was applied in this research. A quantitative method is one that uses measurements, computations, and formulas to put hypotheses, actions, and data analysis into text (Lukas S Musianto, 2002: 125).

One group pre-test and post-test is the research model. Measure the dependent variable (pre-test) in one group or class without being provided a stimulus regarding what will be tested, then offer a stimulus and homophone game media to another group or class and

re-measure the dependent variable (post-test) without a comparison group.

B. Place and time of research

a. The Place

This research was conducted at MTs Ma`arif Bolaromang, Tombolo Pao District, Gowa Regency, South Sulawesi Province.

b. Time

The time of this research starts from Pre-Observation in July 2021 until the completion of this research and will be carried out in the even semester of the 2021/2022 academic year.

C. Variable Definition

A variable is something that has been determined by the researcher and has been determined to be applied or taught to students to see the results of students' abilities and see the information obtained from the variables. In accordance with the title set by the researcher, namely Improving the Pronunciation of Class VIII Students Using Homophone Games at MTs Ma`Arif Bolaromang. The variables are divided into two, namely the independent variable (X) and the dependent variable (Y).

a. Independent Variabel

The stimulus variable (X) is the independent variable. The independent variable is the variable that influences or causes the dependent variable to change. This independent variable is made up of the media or something else chosen or decided by the researcher, and it has the ability to influence whether or not the dependent variable rises. Homophone Game was used as the independent variable in this study.

b. Dependent Variabel

The dependent variable (Y) is the influenced and determined by the researcher variable that is the source of the independent variable's existence or holding. The dependent variable in this study is Pronunciation (Sugiyono, 2016).

D. Population and Sample

1. Population

The population is a high-quality topic that the researcher has chosen to draw conclusions from (Pratama, 2017).

The population in this study was class VIII MTs Ma`arif Bolaromang academic year 2021/2022, which consisted of one class with 22 students.

2. Sample

Probability sampling and non-probability sampling are the two types of sampling procedures. The researcher employed a saturated sample sampling approach and a non-probability sampling strategy in this investigation.

Probability sampling is a sampling strategy that does not provide each member of the population an equal chance of being chosen as a sample.

Saturated sampling is a method of sampling that uses the total sampling. If the population is tiny (less than 30 persons), this is done. This method can also be used to make generalizations with minor inaccuracies. Census is another word for a saturated sample, in which the entire population is sampled (Septiyani, 2017).

In this study, the sample used by the researcher is a population sample where the sample taken is all that is in the population, namely all class

VIII at MTs Ma`arif Bolaromang with 22 participants.

E. Action Type

Researchers employed the Homophone Game as a method or approach for presenting games to students in this study. This study employs pre-experimental research using a single group pre- and post-test. So, measure the dependent variable (pre-test) in one group or class without being given a stimulus or an overview of what will be measured regarding pronunciation, then after the students have completed the pre-test, they are given a stimulus and Homophone Game media and the variables are measured again. without a comparison group (post-test). Then compare the outcomes of the two tests that were conducted. The following is a description:

- 1) Planning
- 2) Implementation
- 3) Reflection
- 4) Evaluation

F. Data Colection Technique

In this study, the data collection techniques used were the observation method and the test method.

1. Observation

In this study, the researcher saw firsthand the implementation of learning as well as conducting learning to class VIII students. The researcher saw how the students were during the learning process. and during the learning process, students were very enthusiastic about participating in learning activities and liked the learning media provided by the researchers. this will really help students in terms of improving pronunciation because students like the media provided by the researcher. Researchers can easily examine the activities and learning systems in students' classrooms using this observation method, and they can also understand how students learn.

2. Test

The test consists of offering oral exercises to the object to be studied in order to determine the extent to which each individual or group understands English pronunciation. The researcher employed two stages of an oral test in this study: a pre-test by delivering an oral test or reading before offering a learning media that had been prepared or action, and a post-test by giving an oral test that was

nearly identical to the pre-test or written reading. connected to the topics to be studied, notably pronunciation, and have been provided with specially created learning media.

3. Dokumentation

- a) Notes,
- b) Transcripts,
- c) Books,
- d) Periodicals,
- e) Agendas,
- f) Meeting Minutes,
- g) Attendance list,
- h) Picture. (Effendy & Sunarsi, 2020).

G. Research Instrument

A research instrument is a tool that is used to gather, analyze, study, process, examine, and display data in a systematic and structured manner in order to solve an issue (Andi Soraya Mas, (2018). The instruments used in this research are:

1. Observation Sheet

An observation sheet is a tool or item that is used in the classroom to collect data or information about the implementation of learning activities and

the activities of each student who is learning English. The researcher took part in the observation activities and employed the observation checklist in this study. For example, how to speak or pronounce students' English words are instances of student activities that must be observed. The observation sheet used in this study is as follows:

Table 3.1 Observation Sheet

Sekolah : MTs Ma`arif
 Bolaromang
 Jumlah Siswa : 22 Siswa
 Kelas : VIII (Delapan)

NO	Observed Aspects	Description		
		G	E	NE
A.	Student discipline when learning English Using Homophone Game takes place.			
1.	Students arrive 15 minutes before the lesson starts.			
2.	Greet before entering the room.			
3.	Read the prayer before studying.			
4.	Respect the teacher.			
5.	Respect fellow friends.			
6.	Students are neatly dressed.			
7.	Listen to the teacher's explanation.			
B.	The activeness of students in the English learning process using the Homophone Game media.			
1.	Students are enthusiastic about learning.			

2.	Students pay attention to the teacher's explanation.			
3.	Students ask things they don't understand.			
4.	Students answer questions asked by the teacher.			
5.	Students dare to appear in front of the class.			
C.	Student English pronunciation			
1.	Articulation of students' English pronunciation,			
2.	The suitability or accuracy of how to pronounce words or sentences.			
3.	Student expressions.			
4.	Student English pronunciation sounds.			
5.	Voice emphasis			
6.	Intonation of students' English pronunciation.			
Total Score				
Average Score				
Assessment Criteria				

Table 3.2 Description of Assessment Criteria

NO	Category	Description	Score
1	G	Good	8-10
2	E	Enough	4-7
3	NE	Not Enough	0-3

2. Question

The test is a form of exercise given to students to collect data on the extent of students' knowledge of *pronunciation* and this test is given in oral form. The following are examples of

homophone sentences given to students to test students' pronunciation, which are given before and after an action is taken.

Table 3.3 Oral Test Grid

Homophone	Example Sentence
<ul style="list-style-type: none"> ➤ Son (<i>anak laki-laki</i>) ➤ Sun (<i>Matahari</i>) 	<ul style="list-style-type: none"> • My son is 13 year old. (<i>Putraku atau anakku berumur 13 tahun.</i>) • I like to spend time outside in the sun. (<i>saya suka menghabiskan waktu diluar dibawah sinar matahari.</i>)
<ul style="list-style-type: none"> ➤ See (<i>Melihat</i>) ➤ Sea (<i>Laut</i>) 	<ul style="list-style-type: none"> • I will go to <u>see</u> the dentist (<i>saya akan pergi <u>menemui</u> dokter gigi</i>) • The <u>sea</u> is so wide. (<i>lautnya sangat luas</i>)
<ul style="list-style-type: none"> ➤ Hear (<i>mendengar</i>) ➤ Here (<i>disini</i>) 	<ul style="list-style-type: none"> • I <u>hear</u> you singing, and your voice is so beautiful. (<i>saya mendengarmu menyanyi dan suaramu sanagat indah</i>) • I've been looking for you all around, and in the end I've found you <u>here</u>, in

	<p>my house.</p> <p><i>(Aku telah mencarimu berkeliling, dan pada akhirnya aku menemukanmu <u>disini</u>, dirumahku).</i></p>
<p>➤ To (<i>untuk</i>)</p> <p>➤ Two (<i>dua</i>)</p>	<ul style="list-style-type: none"> • I wanna write a letter <u>to</u> my sister <i>(saya ingin menulis surat <u>untuk</u> kakakku)</i> • I order <u>two</u> cups of coffee for us <i>(saya memesan <u>dua</u> cangkir kopi untuk kita)</i>
<p>➤ Nose (<i>hidung</i>)</p> <p>➤ Knows (<i>tahu</i>)</p>	<ul style="list-style-type: none"> • You have a pointed <u>nose</u> <i>(kamu mempunyai <u>hidung</u> yang mancung)</i> • Fitri <u>knows</u> that today is the day to submit the homework, but she didn't tell Reski <i>(Fitri <u>tahu</u> bahwa hari ini adalah hari untuk mengumpulkan PR tapi dia tidak memberi tahu Reski)</i>

The assessment criteria to be used are:

Table 4.1 Description of Assessment Criteria

NO	Category	Description	Score
1.	G	Good	68-100
2.	E	Enough	34-67
3.	NE	Not Enough	0-33

There are two tests that will be used, namely:

- a. The pre-test was carried out to see the results of students` prior knowledge by giving oral tests such as reading a story before an action was held, based on the standard score or KKM that had been determined by the school, namely 65, then the *pre-test score was 65 and below.*
- b. The post-test was carried out to see the value of the results of the students by giving an oral test in the form of reading stories and almost the same as the first oral test to find out whether there was an improvement, this test was carried out after an action in student learning. Where the value of the post-test exceeds the KKM score or

the standard value determined by the school, which is 65 and above. If the value obtained from this test exceeds the standard value, the use of this Homophone Game is able to improve students' pronunciation.

After the two tests have been carried out, the researcher will see a comparison of the values of the two whether the results desired by the researcher are appropriate or there is an increase. To see the validity of the data or data validation in this study and to test how feasible or capable this research was carried out at MTs Ma`arif Bolaromang.

3. Document List
 - a) Attendance List
 - b) Picture.

H. Data Analysis Technique

In this study, the data analysis technique used was the observation technique to collect accurate data and the provision of pre-test and post-test oral tests to determine the extent of students' pronunciation knowledge abilities. And by using the reliability test and validity test. To analyze the research data using the

Paired Sample T Test analysis and also using the formula or SPSS 25 application assistance.

1) Validity

A validity test determines if the measuring equipment in use is valid (correct) or incorrect. The questions in the questionnaire or the tool utilized are the measuring instrument in this case. If a question can reveal anything that the questionnaire can measure, the questionnaire is considered to be valid (Nilda Miftahul Janna, 2).

In this study, the researcher will test how valid or appropriate and appropriate the research instrument to be used. Is the instrument used is appropriate or can be trusted then applied to MTs Ma`arif Bolaromang, hereby to find out how valid the test is carried out statistically.

2) Reliability

Because the measured data must be valid, this reliability test was performed after the data validity test, and then the data reliability test was performed. A reliability test determines whether or not a measuring device can be trusted or relied on. So that the measuring device we employ can be

known for its consistency, and whether it remains consistent or the same after repeated measurements. When a measuring tool delivers consistent results despite being measured several times, it is said to be reliable (Nilda Miftahul Janna. (n.d.).

3) Hypothesis

Because they perceive the current state of students who are happier and more understanding with fun learning or learning while playing, the usage of homophone games would increase students' pronunciation skills. The following are the study's hypotheses:

(H0) : The use of *homophone games* cannot improve the *pronunciation* of MTs Ma`arif Bolaromang students.

(H1) : The use of *homophone games* can improve the *pronunciation* of MTs Ma`arif Bolaromang students.

4) T Test

We used the Paired Sample T Test on one group of people and collected data on two

occasions; if the sig value (2 tailed) is less than 0.5, there is a significant difference in score between the two. The paired sample T test compares the averages of two groups of people or compares the averages of one group at two separate points. The T test is called the repeated action T test when the same group is tested twice with the same size. Because it assesses one group by checking at two different

points, the test conducted at MTs Ma'arif Bolaromang is a repeated action T test (Khosravi, 2018: 227).

CHAPTER IV

RESEARCH RESULT

A. Overview of the Research Location

1. Description of Research Object

The research location used in this study is MTs Ma`arif Bolaromang, especially in class VIII, which is located at Bolaromang Hamlet, Bolaromang Village, Tombolo Pao District, Gowa Regency. The profile or description of the research object is as follows:

Madrasah Profile

- a. School Name : MTs Ma`Arif
Bolaromang
- b. NSM : 121273060040
- c. NPSN : 40319993
- d. Address : Jln Persatuan Desa
Bolaromang, Kec. Tombolopao Kab.Gowa
- e. Postal Code : 92171
- f. Telpon/ HP : 0853 4394 3459
- g. Email :
Mtsbolaromang1969@gmail.com
- h. Head of Madrasah : Mahamuddin, S.Ag
- i. School Status : Swasta

- j. School Akreditation : C
- k. Year of Akreditation : 2015
- l. Year Founded : 1965
- m. Operating Year : 1969
- n. SK Last Accreditation : No : 106/SK/BAP-
SM/X/2015, Date : 31 /10/2015
- o. Operating Time : Pagi
- p. School Establishment Permit from the Ministry of
National Education Regional Office :
No: Kd.21.02/I/PP.405.b/2009, Date 24/08/ 2009
- q. Land Status : Wakaf
- r. Surface Area : 300m2
- s. Building Status : Milik Sendiri
- t. Name of Foundation / Organizer: Nahdlatul
Ulama
- u. Deed of establishment :
No: 5/LPM/NU/GW/2009, Date 05/04/2009
- v. Name of Foundation Chairman :
Drs.H.Hannabi Rizal, M.Pd (Dokumen Sekolah
2022).

The vision and mission, objectives, number of teachers and facilities at MTs Ma`arif Bolaromang are as follows:

1) Vision

To become an independent, quality and professional education development center within the framework of the Ahlussunnah Waljama'ah Islamic understanding.

2) Mission

- a. Realizing the implementation and management of education through quality and affordable education units for all levels of society supported by good management, educational facilities and infrastructure;
- b. Organizing and facilitating educational units within the Nahdlatul Ulama environment in order to become a vehicle for the formation of students who believe and fear Allah SWT, master science, have skills and have good morals in accordance with the Islamic understanding of Ahlussunnah Waljama'ah;

- c. Controlling the quality of management and the quality of education graduates from each educational unit within the Nahdlatul Ulama;
- d. Controlling the quality of management and the quality of education graduates from each educational unit within the Nahdlatul Ulama;
- e. Provide institutional services to Regional Managers, Branch Managers, and Branch Representative Council Managers, as well as organizers and managers of educational units within the Nahdlatul Ulama environment;
- f. Strengthening the implementation of Ahlussunnah Waljama'ah understanding in educational practice within the Nahdlatul Ulama environment.

3) Destination

- a. Instilling the values of Ahlussunnah Waljama'ah through formal primary and secondary education;
- b. Provide quality education that can be accessed by all levels of society;
- c. Encouraging the realization of the implementation and management of education in

an environment that produces quality graduates and has good character;

- d. Organizing, providing guidance, coaching and services in the management of educational units and activities;
- e. Synergize elements of society and government for the implementation and management of independent education.

4) Number of Teacher

MTs Ma`arif Bolaromang has 10 teachers, of which 2 are certified, 2 are first aid workers and 6 are honorary.

5) School Facility

Various facilities owned by MTs Ma`arif Bolaromang in teaching and learning activities and extracurricular activities, including:

- a. Class VII room
- b. Class VIII room
- c. Class IX room
- d. Teacher's room
- e. LCD Proyektor
- f. Fotocopy Machine
- g. Laptop

- h. Printer
 - i. Futsal Football Field
 - j. Mushollah
 - k. Madrasah Garden
 - l. Kitchen
- 6) School Extracurricular/Student Activity Unit

MTs Ma`arif Bolaromang has several extracurricular activity units, including;

- a. Flag Raising Troops (Paskibra)
- b. Marawis/Nasyid
- c. Football/Futsal
- d. Basic training student Leadership
- e. Scout (Dokumen Sekolah 2022).

2. Description of Research Respondents

Respondents in this study were all class VIII who had participated in learning English using homophone card game media. The research population is 22 students and all populations are samples. Before conducting the research, the researcher first made observations in order to find out or recognize the students to be studied. The description of the data to be studied is as follows:

Table 4.1 Student Data for Class VIII MTs Ma`arif
Bolaromang

NO.	Name	NISN	Gender	Address
1.	A. ZH	0098498293	Woman	Lappara`na
2.	ABD. A	0081581609	Man	Bolaromang
3.	AF	0086450371	Man	Bolaromang
4.	A. IS	0083869167	Man	Lappara`na
5.	Ann	0081289288	Woman	Langkoa
6.	AK		Woman	Langkoa
7.	AR	0088262714	Woman	Bolaromang
8.	DS		Woman	Bolaromang
9.	F Al- M	0089797613	Woman	Langkoa
10.	H	0085470486	Woman	Langkoa
11.	I	0084721903	Woman	Lappara`na
12.	KA		Woman	Lappara`na
13.	M. AF	0087538344	Man	Lappara`na
14.	M. AR		Man	Lappara`na
15.	M. A	0095352525	Man	Bolaromang
16.	M	0085760273	Man	Bolaromang
17.	MF	0083668672	Woman	Lappara`na

18.	NA	3085083971	Woman	Langkoa
19.	NF	0085929553	Woman	Lappara`na
20.	Fj	0083022299	Man	Bolaromang
21.	RAP	0076153002	Man	Bolaromang
22.	WM	0087634930	Woman	Langkoa

3. Description of Research Variables

There are 2 variables in this study, namely as follows:

a. Student's Pronunciation Ability (Variable Y)

The steps are as follows:

- 1) Pronouncing reading sentences that contain homophone words;
- 2) Pronounce 2 homophone words on the homophone card;
- 3) Pay attention and practice pronouncing homophones;
- 4) Appear in front of the class reading the word homophone in front of friends;
- 5) Answering questions from researchers regarding the pronunciation of homophones;
- 6) Students understand what is meant by homophones;

- 7) Students understand homophone words;
- 8) Students dare to appear in front of the class;
- 9) Students are accustomed and often pronounce homophone words with better pronunciation;
- 10) Students are accustomed and enthusiastic about exciting or fun lessons.

b. Use of Homophone Games (Variable X)

The steps are as follows:

- 1) Setting up a homophone card game;
- 2) Explain the meaning and examples of homophones;
- 3) Give students homophone sentences to pronounce;
- 4) Students play games using homophone cards;
- 5) Students are divided into several groups;
- 6) Prepare homophone cards on the table upside down;
- 7) Each group appears in front of the class, removes 2 homophone words and then pronounces them;
- 8) Giving punishment to the wrong group in choosing homophone words, the punishment is in the form of mentioning at least 4 homophone

words and completing the homophone sentences that have been provided;

- 9) Give directions to students to repeat the homophone words that have been studied.

4. Description of Research Observation and Test Results

The stages and instruments in this research are as follows:

a. Observation

At this stage the researcher saw firsthand the condition of students at school during class hours. The data obtained from the observations are as follows:

Table 4.2 MTs Ma`arif Bolaromang
Observation Data Before Using Homophone Game
Media

School : MTs Ma`arif
Bolaromang
Total Student : 22 Students
Class : VIII (Eight)
Day/Date : Thursday, 19 Mei 2022

NO	Observed Aspects	Description		
		G	E	NE
A.	Student discipline when learning English Using Homophone Game takes			

	place.			
1.	Students arrive 15 minutes before the lesson starts.		4	
2.	Greet before entering the room.		4	
3.	Read the prayer before studying.		5	
4.	Respect the teacher.		5	
5.	Respect fellow friends.		4	
6.	Students are neatly dressed.		4	
7.	Listen to the teacher's explanation.		4	
B.	The activeness of students in the English learning process using the Homophone Game media.			
1.	Students are enthusiastic about learning.		5	
2.	Students pay attention to the teacher's explanation.		4	
3.	Students ask things they don't understand.		4	
4.	Students answer questions asked by the teacher.		4	
5.	Students dare to appear in front of the class.		4	
C.	Student English pronunciation			
1.	Articulation of students' English pronunciation,			2
2.	The suitability or accuracy of how to pronounce words or sentences.			2
3.	Student expressions.			2
4.	Student English pronunciation sounds.			3
5.	Voice emphasis			3
6.	Intonation of students' English pronunciation.			2
Total Score			51	14
Average Score		65		
Assessment Criteria		Enough		

Table 4.3 Description of Assessment Criteria

NO	Category	Description	Score
1.	G	Good	8-10
2.	E	Enough	4-7
3.	NE	Not Enough	0-3

From the observation table above which consists of 18 items of observation assessment criteria, it is known that learning activities before using the homophone game learning media show the value obtained from the B assessment criteria is 18, then the value of the C assessment criteria is 16 and the K criteria is 4, so the total number of scores obtained is 38, which means that the assessment criteria obtained are C (sufficient).

1) Pre-Test

At this stage the researcher gave an oral test to the students by looking at the students' English pronunciation skills. The test sentences for the pre-test and post-test are as follows:

Table 4.4 Oral Test Grid

Homophone	Example Sentence
➤ Son (<i>anak laki-</i>	• My son is 13 year old.

<p><i>laki</i></p> <p>➤ Sun (<i>Matahari</i>)</p>	<p>(<i>Putraku atau anakku berumur 13 tahun.</i>)</p> <ul style="list-style-type: none"> I like to spend time outside in the sun. (<i>saya suka menghabiskan waktu diluar dibawah sinar matahari.</i>)
<p>➤ See (<i>Melihat</i>)</p> <p>➤ Sea (<i>Laut</i>)</p>	<ul style="list-style-type: none"> I will go to <u>see</u> the dentist (<i>saya akan pergi <u>menemui</u> dokter gigi</i>) The <u>sea</u> is so wide. (<i>lautnya sangat luas</i>)
<p>➤ Hear (<i>mendengar</i>)</p> <p>➤ Here (<i>disini</i>)</p>	<ul style="list-style-type: none"> I <u>hear</u> you singing, and your voice is so beautiful. (<i>saya mendengarmu menyanyi dan suaramu sanagat indah</i>) I've been looking for you all around, and in the end I've found you <u>here</u>, in my house. (<i>Aku telah mencarimu berkeliling, dan pada akhirnya aku menemukanmu <u>disini</u>, dirumahku.</i>)
<p>➤ To (<i>untuk</i>)</p> <p>➤ Two (<i>dua</i>)</p>	<ul style="list-style-type: none"> I wanna write a letter <u>to</u> my sister (<i>saya ingin menulis surat <u>untuk</u> kakakku</i>) I order <u>two</u> cups of coffee for us (<i>saya memesan <u>dua</u> cangkir kopi untuk kita</i>)
<p>➤ Nose (<i>hidung</i>)</p>	<ul style="list-style-type: none"> You have a pointed <u>nose</u>

➤ Knows (<i>tahu</i>)	<p>(<i>kamu mempunyai <u>hidung</u> yang mancung</i>)</p> <ul style="list-style-type: none"> • Fitri <u>knows</u> that today is the day to submit the homework, but she didn't tell Reski (<i>Fitri <u>tahu</u> bahwa hari ini adalah hari untuk mengumpulkan PR tapi dia tidak memberi tahu Reski</i>)
-------------------------	--

At this pre-test stage, students are given a test without taking any action first, in order to see the initial ability of students to pronounce English words. The following are the test results obtained at this stage:

Table 4.5 Student Test Result Data Before Action (Pre-Test)

NO.	Name	NISN	Score	Category
1.	A. ZH	0098498293	45	Enough
2.	ABD. A	0081581609	31	Not Enough
3.	AF	0086450371	28	Not Enough
4.	A. IS	0083869167	32	Not Enough
5.	A	0081289288	70	Good
6.	AK		37	Enough
7.	AR	0088262714	42	Enough
8.	DS		26	Not Enough
9.	F Al-M	0089797613	27	Not Enough
10.	H	0085470486	35	Enough
11.	I	0084721903	75	Good

12.	KA		30	Not Enough
13.	M. AF	0087538344	41	Enough
14.	M. AR		39	Enough
15.	M. A	0095352525	30	Not Enough
16.	M	0085760273	38	Enough
17.	MF	0083668672	75	Good
18.	NA	3085083971	75	Good
19.	N	0085929553	50	Enough
20.	F	0083022299	40	Enough
21.	RAP	0076153002	30	Not Enough
22.	WM	0087634930	70	Good
Student Average			43,9	
Criteria			Enough	

Table 4.6 Description of Assessment Criteria

NO	Category	Description	Score
1.	G	Good	68-100
2.	E	Enough	34-67
3.	NE	Not Enough	0-33

Based on table 4.5 above, the temporary test results before the action was shown that there were 5 students who had good English pronunciation skills before using the Homophone Game media. 9 students have sufficient English pronunciation skills, and 8 students have poor English pronunciation skills. Before

using the homophone game media. Based on table 1.6 above, the temporary test results before the action was shown that there were 5 students who had good English pronunciation skills before using the Homophone Game media. 9 students have sufficient English pronunciation skills, and 8 students have poor English pronunciation skills. Before using homophone game media.

c. Observation

At this stage, the observation was carried out after the action of the homophone game learning media was carried out to see whether the use of this media would improve students' English pronunciation. The following is the observation data obtained:

Table 4.7 MTs Ma`arif Bolaromang Observation
Data After Using Homophone Game Media

School : MTs Ma`arif
Bolaromang
Total Student : 22 Siswa
Class : VIII (Delapan)

NO	Observed Aspects	Description		
		G	E	NE
A.	Student discipline when learning English Using Homophone Game takes place.			

1.	Students arrive 15 minutes before the lesson starts.		6	
2.	Greet before entering the room.		4	
3.	Read the prayer before studying.	8		
4.	Respect the teacher.		6	
5.	Respect fellow friends.		4	
6.	Students are neatly dressed.		4	
7.	Listen to the teacher's explanation.		5	
B.	The activeness of students in the English learning process using the Homophone Game media.			
1.	Students are enthusiastic about learning.		5	
2.	Students pay attention to the teacher's explanation.		4	
3.	Students ask things they don't understand.		4	
4.	Students answer questions asked by the teacher.	8		
5.	Students dare to appear in front of the class.		5	
C.	Student English pronunciation			
1.	Articulation of students' English pronunciation,		4	
2.	The suitability or accuracy of how to pronounce words or sentences.		4	
3.	Student expressions.		4	
4.	Student English pronunciation sounds.	8		
5.	Voice emphasis		5	
6.	Intonation of students' English pronunciation.		4	
Total Score		24	68	
Average Score		92		
Assessment Criteria		Good		

Table 4.8 Description of Assessment Criteria

NO	Category	Description	Score
1.	G	Good	8-10

2.	E	Enough	4-7
3.	NE	Not Enough	0-3

In table 4.7 above, after taking action in the learning process, namely the Homophone Game media, it shows that the score obtained from the good assessment criteria is 30 scores, the value obtained from the sufficient assessment criteria is 16 scores and on the poor assessment criteria no score is obtained, the total number the score obtained is 46 scores with a rating category B (good). With this it can be seen that after the use of homophone game media the value obtained is higher than before the action. In the sense that this Homophone Game media is very helpful for students in learning the pronunciation of English words and sentences.

d. Post-Test

Table 4.9 Student Test Result Data After Action (Post-Test)

NO.	Name	NISN	Score	Category
1.	A. ZH	0098498293	80	Good
2.	ABD. A	0081581609	78	Good
3.	AF	0086450371	65	Enough
4.	A. IS	0083869167	65	Enough

5.	A	0081289288	78	Good
6.	AK		75	Good
7.	AR	0088262714	85	Good
8.	DS		65	Enough
9.	F AI-M	0089797613	68	Enough
10.	H	0085470486	65	Enough
11.	I	0084721903	80	Good
12.	KA		65	Enough
13.	M. AF	0087538344	65	Enough
14.	M. AR		80	Good
15.	M. A	0095352525	65	Enough
16.	M	0085760273	75	Good
17.	MF	0083668672	75	Good
18.	NA	3085083971	85	Good
19.	N	0085929553	65	Enough
20.	F	0083022299	80	Good
21.	RAP	0076153002	60	Enough
22.	WM	0087634930	80	Good
Student Average			72,6	
Criteria			Good	

Table 4.10 Description of Assessment Criteria

NO	Category	Description	Score
1.	G	Good	68-100
2.	E	Enough	34-67
3.	NE	Not Enough	0-33

Based on table 4.9 above, after taking action with the Homophone Game media, it shows that there are 12 students who get a good rating category, there are 9 students who get a sufficient rating category and 1 student gets a low score category. The category of values obtained after the action is good or the average value obtained is higher than before the action. So the use of this Homophone Game media makes it easier for students to learn pronunciation and pronunciation of English words.

e. Dokumentation

Data collection in the form of pictures, notes, and other media is known as documentation. At this point, the researcher collected picture data throughout the study, beginning with the pretest, using educational media, and ending with the posttest.

The first meeting of this study consisted of observation and a pretest, the second meeting through the sixth meeting involved students receiving instruction, and the seventh meeting, which served as the final meeting, was a posttest.

1) First Meeting



a) Observation

The first meeting was held on Thursday, May 19, 2022. In class VIII MTs Ma`arif Bolaromang with a total of 22 students. The first step taken by the researcher was observation, by looking at the condition of students at school whether they were obedient and obedient to school rules and students' attitudes or behavior towards teachers and fellow friends.

b) Pretest

The next step taken by the researcher was to enter the room by greeting and then introducing starting from the name, address, campus name, campus address and

destination of arrival, with an allocation of 30 minutes. Then the researcher conducted a test test (pretest) with a test sheet in the form of sentences containing homophone words in it that had been prepared. This test was carried out before an action was given to students and aimed to see how students' English pronunciation skills for homophone words. After doing the pretest, the researcher again observed whether the students were happy and enthusiastic about learning English or not.

The majority of students still struggled to pronounce English after the pretest, and the majority of them continued to read the words according to their writings, despite the fact that we know that the pronunciation of words in English has various readings and meanings. Furthermore, because they concentrate on the individual letters in the word, pupils still struggle to pronounce homophones. Students automatically

pronounce it in accordance with the word's letters.

2) Second Meeting



The second meeting was scheduled for one hour and forty minutes on Monday, May 23, 2022. The researchers used a homophone game method or media to instruct the students at this conference. Before instruction begins, the researcher first instructs students to get ready and pray before class, welcomes the class, checks the students' attendance, and then begins instruction by explaining the definition of homophones in English to the class beforehand. The researcher then provides some examples of words that are homophones when pupils have a clear understanding of what homophones are.

Furthermore, after being given some examples of homophone words, the researcher applied the learning media that had been prepared in the form of a homophone card game. This game consists of several cards and on this card there is a word that is homophone with one card as well. This first game is to give instructions to students to read the word cards and then appoint one student to go up in front of the class by taking one card and pairing it on the sentence that has been written on the blackboard, one word is left blank.

After learning, the researcher again observed whether the students were enthusiastic in learning with the game media. So students are very enthusiastic in the learning media because it makes students happy, not bored and more importantly makes it easier for students to remember learning.

3) he Third, Fourth and Fifth Meeting



This meeting was held on Tuesday, 24, Wednesday 25, Thursday, 26, May 2022. At this meeting the researchers gave examples of homophone words and sentences using homophone card game media. As in the first meeting before starting the lesson students were directed to pray first and then the researcher opened the lesson with greetings. At this meeting students are directed to write homophone words and sentences then read them in front of the class, after that the game session before starting the game the researcher first prepares the homophone card on the table upside down then divides the students into 5 groups then each group representative comes forward and removes 2 at the same time the card with the rules must remove 2 cards that are homophones with 2 times the chance. If 2 times the opportunity and have not found a homophone word card then one group does not get a score and gets a penalty. The one who gives the punishment is the group that gets the highest score by choosing between the 2 sentences that have been prepared. The

punishment is in the form of; The first punishment is to complete a sentence that has removed the homophone word and the second punishment is to write 3 homophone words on the blackboard and their meaning without looking at the book and then recite them.

4) Sixth Meeting



On Friday, May 27, 2022, the sixth meeting took place. The lesson began as usual with a prayer and good wishes. The researcher then began the lecture by providing students with homophone sentences, reading them aloud in front of the class, before starting the game session by having players complete a number of prepared sentences and then reading them aloud.

5) Seventh Meeting



On Saturday, May 28, 2022, this meeting's seventh session served as its final one. Similar to the last meeting, it began the class with reading greetings and prayers before checking the attendance of the students. The researcher again addressed questions on the material that had been examined before the test began at this final meeting, which included a test session (posttest). The majority of the students had a good understanding of what homophones were. The researcher then reassessed the students' proficiency in English pronunciation using the same sentence test as she had used during the pretest. Students improved their pronunciation of words during this test, particularly homophones.

After the posttest was carried out, the researcher again observed whether using this learning media made it easier for students to understand learning and most students were happy with this media because it could arouse students' enthusiasm for learning and not make them bored. So after taking action with this homophone card game media students become easy to remember and understand the lesson. Students who previously still read words according to letters had an increase and most of them were able to pronounce homophone words. because they enjoy learning while playing.

5. Validity Test

In testing the validity of the research instrument, the researcher used the output of SPSS 25 with the following results:

Table 4.11 Instrument Validity Test Results Questions

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach' s Alpha if Item Deleted
X1	24,86	71,933	,708	,774

X2	25,09	69,896	,884	,765
X3	25,00	70,667	,897	,768
X4	24,91	71,134	,808	,771
X5	25,09	70,753	,962	,768
X6	25,14	70,600	,840	,768
X7	25,14	70,028	,908	,766
X8	25,09	70,753	,962	,768
X9	25,05	70,998	,885	,769
X10	25,09	70,753	,962	,768
SKO R	13,18	19,584	1,000	,971

Based on table 4.11 above, it can be seen in the total correlation table with a value exceeding R_{table} (0.686). If the value obtained is greater than the value of R_{table} then the instrument is said to be valid, it can be seen more clearly below:

Table 4.12 Description of Validity Test Results

Question Number	Rcount	Rtabel	Decision Making Criteria	Results
1.	0,708			Valid
2.	0,884			Valid
3.	0,897			Valid

4.	0,808	0,561	If Rcount > Rtable then the question is VALID If Rcount < Rtable then the question is NOT VALID	Valid
5.	0,962			Valid
6.	0,840			Valid
7.	0,908			Valid
8.	0,962			Valid
9.	0,885			Valid
10.	0,962			Valid

Table 4.12 above shows that all instrument questions are declared valid because the results of the Rcount value are greater than the Rtable value that has been obtained.

6. Reliability Test

Table 4.13 Results of Realibility Test

Reliability Statistics	
Cronbach's Alpha	N of Items
,790	11

After performing the instrument test, the resulting 0.790. The table shows that the data obtained

are reliable. Where if the value obtained exceeds 0,561 then the data is reliable. And the results obtained are 0,790 then the data is reliable.

7. Normality Test

Table 4.14 Results of Normality Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre	,226	22	,005	,808	22	,001
Post	,245	22	,001	,867	22	,007
a. Lilliefors Significance Correction						

The sample in this study consisted of 22 students, which means that the sample used was under 30 people, the test used was Shapiro Wilk. The Shapiro Wilk table above consists of 3 tables, namely statistics, df and sig. So what is seen is the data in the sig table, if the value obtained from the sig table exceeds 0.01 then the data is declared normal but if the data obtained is less than 0.01 then the data is declared abnormal, and the results obtained in this study are 0, 001 and 0.007, meaning that the data from the dependent variable in this study were declared normally distributed because the pretest section exceeded 0.01 and the posttest section obtained 0.007.

8. Paired Simpel T-Test

The following are the results obtained from the Paired Sample T-Test:

Table 4.15 Paired Samples Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Post-Test	72,6818	22	7,86424	1,67666
	Pre-Test	43,9091	22	17,26794	3,68154

After carrying out the paired simple T test, there was a significant difference in the mean of learning outcomes before or pre-test = 43.9091, with after using homophone card game media or post-test = 72.6818.

The following is a table to see whether or not there is a relationship between the pre-test and post-test questions:

Table 4.16 Paired Samples Correlations

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Post-Test & Pre-Test	22	,596	,003

The table shows whether or not there is a relationship between the pre-test and the post-test. If the significance is less than 0.01 then there is a relationship.

The table above shows that the significance value obtained is 0.003 which means greater than 0.01. So it is stated that the pre-test and post-test have no relationship.

Table 4.17 Paired Samples Test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2- tail ed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lo wer	Upper			
P ai r 1	Post- Test - Pre- Test	28,77273	14,08117	3,00211	22, 529 49	35,01597	9,5 84	21	,00 0

To find out the total value of Ttable, the following formula is needed:

$$\text{Number of Variables (k)} = 2$$

$$\text{Number of Samples (n)} = 22$$

$$\text{Sig level. (2 sides)} = 1\% \text{ divided by } 2 = 0.01$$

$$\text{Degrees of freedom (df)} = n - k = 22 - 2 = 20$$

$$\text{Ttable} = 0,561$$

The statistical hypothesis is as follows:

H0 : The use of homophone games cannot improve the pronunciation of class VIII MTs Ma`arif Bolaromang students.

H1 : The use of homophone games can improve the pronunciation of class VIII MTs Ma`arif Bolaromang students.

If $T_{count} > T_{table}$, then H0 is rejected and H1 is accepted.

If $T_{count} < T_{table}$, then H0 is accepted and H1 is rejected.

It is known that the requirement in decision making is to look at the significance value of 2 tales, if it is less than 0.01, then there is a significant effect on the treatment given to each variable. Based on the table above regarding the t test (paired simple t test), the table shows the significance result obtained is 0.000 which means less than 0.01, it is stated that there is a significant effect on the treatment given to each variable. it shows that there is a significant difference between the results before and after an action is taken. To see the value obtained from Tcount, we can look at column t with a value of 9,584. To see the Ttable on the degrees of freedom (dk), the magnitude of which is $n-k$, namely $22-2 = 20$, the value of $dk = 20$ at a

significance level of 0,01 obtained $T_{table} = 0,561$. based on the results of the t-test analysis (paired simple t-test) it can be obtained that t_{count} is greater than t_{table} , namely $9,584 > 0,561$ and $sig (2 \text{ sides}) = 0,000 < 0,01$. Based on the test results, H_0 is rejected and H_1 is accepted. So it can be concluded that there is an effect resulting from the use of homophone game media on students' English pronunciation.

B. Results and Discussion Research

In this discussion, the researcher will discuss the final results of the research that has been carried out. In this study, 7 meetings were held which included 1 meeting for observation and pre-test, 5 meetings to provide action to students and 1 meeting to conduct post-test sessions. Which at the initial meeting was given the same oral test questions to measure students' initial ability to pronounce words. The oral test questions totaled 10 questions to all samples, namely 22 students, the lowest score obtained by students means less and if the highest score is obtained, it means good.

Five students were found to have good English pronunciation before using the Homophone Game media, according to the pretest data or test results before being

given the action, 8 students had insufficient English pronunciation skills, while 9 students could pronounce words with sufficient categories.

After taking action by giving Homophone Game media, it was revealed that 12 students got good marks, 9 students got enough marks, and 1 student got low scores. After the action, either the score category obtained was good or the average score obtained was higher than before the action. It can be said that using homophone game media can help students in their English pronunciation.

1. From the test results on the SPSS 25 output on the pretest results, the researcher conducted a validity and reliability test first to find out the instrument used was valid and reliable or not. The validity test obtained a significant level (2 tailed) or 2 sides, namely 1% divided by two meaning 0.01%, R_{table} of 0,561. And the results obtained are declared valid because the data that has been tested or R_{hitung} obtains a value greater than R_{table} . Furthermore, the reliability test obtained Cronbach's Alpha value of 0.790, which means that a value greater than 0.561 is obtained. So it can be concluded that all test questions are reliable.

2. To find out whether there is an improvement from before the action and after the action. In table paired simple statistic it can be seen in the mean table that the posttest test value is greater than the pretest test value, namely the pretest 43,9091 and the posttest 72,6818. This shows that there is an increase after an action is taken. More significant results obtained from the values before and after an action can be seen in table paired simples test, namely the value of Tcount 9,584. And the Ttable value is 0,561, this shows that the Tcount value is greater than the Ttable value with sig (2 sides) = $0.000 < 0.01$. Based on the test results, H_0 is rejected and H_1 is accepted. So it can be concluded that there is an effect resulting from the use of homophone game media on students' English pronunciation.

It can be seen from the results of the N-Gain score data analysis below:

Table 4.18 N-Gain Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
ngainskor	22	,00	,74	,4765	,17827
ngainpersen	22	,00	74,14	47,6472	17,82655

Valid N (listwise)	22				
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The statistical descriptive output table above shows that the average value of N-Gain percent is 47, 6472. So the use of card homophone game media is effective in improving the pronunciation of students of MTs Ma`arif Bolaromang grade VIII.

From the tests that have been carried out by the researchers, the use of homophone games can improve the pronunciation of the VIII grade students of MTs Ma`arif Bolaromang. In this case, it can be proven after doing research in class VIII MTs Ma`arif Bolaromang. And the results of the research obtained can be concluded that the use of homophone games has a positive and significant effect on the English pronunciation ability of students in class VIII MTs Ma`arif Bolaromang.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of research and data analysis on improving the pronunciation of class VIII students by using homophone game media at MTs Ma`arif Bolaromang, it can be concluded that:

The results of this study stated that the use of the homophone game was able to improve the pronunciation of the eight grade students of MTs Ma`arif Bolaromang. Based on the analysis of the data in table paired simple statistic, it can be said that there is a significant difference in students' pronunciation skills between before and after the action, in other words $T_{count} > T_{table}$, which is $72,6818 > 43,9091$ and it means H_0 is rejected and H_1 is accepted. So it can be concluded that there is an effect of using homophone game media on the pronunciation of VIII grade students of MTs Ma`arif Bolaromang.

The significant effect is very visible on the value of the results obtained, namely the value of T_{count} is greater than the value of T_{table} . And after the test is carried out, H_0 is rejected and H_1 is accepted. So

it can be concluded that there is an effect resulting from the use of homophone game media on students' English pronunciation, and the resulting effect is increasing than before.

B. Suggestion

The suggestions that can be given by researchers in this study are:

1. The homophone game learning model in learning English is recommended for use by teachers as an alternative teaching material and innovation in learning that can improve students' English pronunciation, especially in class VIII MTs Ma`arif Bolaromang.
2. For this game learning model can be developed by teachers on different materials, in order to attract students' attention and make students more enthusiastic about learning.
3. For further researchers who will research identical to the title of this study, it is recommended that they take different variables or add existing variables to determine their effect on students' pronunciation skills.

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APPENDIX

Appendix 1 Observational Instrumen Grid

No.	Rated aspect	Indicator	Data source	Method	Instrument
1.	Student discipline when learning English using Homophone Game.	<ul style="list-style-type: none"> a. Student attendance. b. Student neatness. c. Mutual respect among friends. d. Respect elders. 	Student	Observation	Observation Sheet
2.	The activeness of students in the process of learning English using Homophone Games.	<ul style="list-style-type: none"> a. Enthusiastic students follow the learning. b. Readiness of students to take lessons. c. Student activity in asking. d. Student activity in answering. e. Pay attention to what the teacher explains. f. Listen. g. Student courage. 	Student	Observation	Observation Sheet

61

3.	Students' English pronunciation using Homophone Game.	<ul style="list-style-type: none"> a. Student pronunciation articulation. b. Expression of student participants. c. Student English pronunciation sounds. d. Student voice emphasis. e. Intonation or rise and fall of voice. 	Student	Observation	Observation Sheet
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Appendix 2 Observation Sheet

Sekolah : MTs Ma`arif Bolaromang

Jumlah Siswa : 22 Siswa

Kelas : VIII (Delapan)

NO	Observed Aspects	Description		
		G	E	NE
A.	Student discipline when learning English Using Homophone Game takes place.			
1.	Students arrive 15 minutes before the lesson starts.			
2.	Greet before entering the room.			
3.	Read the prayer before studying.			
4.	Respect the teacher.			
5.	Respect fellow friends.			
6.	Students are neatly dressed.			
7.	Listen to the teacher's explanation.			
B.	The activeness of students in the English learning process using the Homophone Game media.			
1.	Students are enthusiastic about learning.			
2.	Students pay attention to the teacher's explanation.			
3.	Students ask things they don't understand.			
4.	Students answer questions asked by the teacher.			
5.	Students dare to appear in front of the class.			
C.	Student English pronunciation			
1.	Articulation of students' English pronunciation,			
2.	The suitability or accuracy of how to pronounce words or sentences.			
3.	Student expressions.			
4.	Student English pronunciation sounds.			

5.	Voice emphasis			
6.	Intonation of students' English pronunciation.			
Total Score				
Average Score				
Assessment Criteria				

Appendix 3 Result of Observation

MTs Ma`arif Bolaromang Observation Data

Before Using Homophone Game Media

School : MTs Ma`arif Bolaromang

Total Student : 22 Students

Class : VIII (Eight)

Day/Date : Thursday, 19 Mei 2022

NO	Observed Aspects	Description		
		G	E	NE
A.	Student discipline when learning English Using Homophone Game takes place.			
1.	Students arrive 15 minutes before the lesson starts.		4	
2.	Greet before entering the room.		4	
3.	Read the prayer before studying.		5	
4.	Respect the teacher.		5	
5.	Respect fellow friends.		4	
6.	Students are neatly dressed.		4	
7.	Listen to the teacher's explanation.		4	
B.	The activeness of students in the English learning process using the Homophone Game media.			
1.	Students are enthusiastic about learning.		5	
2.	Students pay attention to the teacher's explanation.		4	
3.	Students ask things they don't understand.		4	
4.	Students answer questions asked by the teacher.		4	
5.	Students dare to appear in front of the class.		4	
C.	Student English pronunciation			
1.	Articulation of students' English pronunciation,			2

2.	The suitability or accuracy of how to pronounce words or sentences.			2
3.	Student expressions.			2
4.	Student English pronunciation sounds.			3
5.	Voice emphasis			3
6.	Intonation of students' English pronunciation.			2
Total Score			51	14
Average Score			65	
Assessment Criteria			Enough	

MTs Ma`arif Bolaromang Observation Data
After Using Homophone Game Media

School : MTs Ma`arif Bolaromang

Total Student : 22 Siswa

Class : VIII (Delapan)

NO	Observed Aspects	Description		
		G	E	NE
A.	Student discipline when learning English Using Homophone Game takes place.			
1.	Students arrive 15 minutes before the lesson starts.		6	
2.	Greet before entering the room.		4	
3.	Read the prayer before studying.	8		
4.	Respect the teacher.		6	
5.	Respect fellow friends.		4	
6.	Students are neatly dressed.		4	
7	Listen to the teacher's explanation.		5	
B.	The activeness of students in the English learning process using the Homophone Game media.			
1.	Students are enthusiastic about learning.		5	
2.	Students pay attention to the teacher's explanation.		4	
3.	Students ask things they don't understand.		4	
4.	Students answer questions asked by the teacher.	8		
5.	Students dare to appear in front of the class.		5	
C.	Student English pronunciation			
1.	Articulation of students' English pronunciation,		4	
2.	The suitability or accuracy of how to pronounce words or sentences.		4	
3.	Student expressions.		4	

4.	Student English pronunciation sounds.	8		
5.	Voice emphasis		5	
6	Intonation of students' English pronunciation.		4	
Total Score		24	68	
Average Score		92		
Assessment Criteria		Good		

Appendix 4 Oral Test Grid

Homophone	Example Sentence
<ul style="list-style-type: none"> ➤ Son (<i>anak laki-laki</i>) ➤ Sun (<i>Matahari</i>) 	<ul style="list-style-type: none"> • My son is 13 year old. <i>(Putraku atau anakku berumur 13 tahun.)</i> • I like to spend time outside in the sun. <i>(saya suka menghabiskan waktu diluar dibawah sinar matahari.)</i>
<ul style="list-style-type: none"> ➤ See (<i>Melihat</i>) ➤ Sea (<i>Laut</i>) 	<ul style="list-style-type: none"> • I will go to <u>see</u> the dentist <i>(saya akan pergi <u>menemui</u> dokter gigi)</i> • The <u>sea</u> is so wide. <i>(<u>lautnya</u> sangat luas)</i>
<ul style="list-style-type: none"> ➤ Hear (<i>mendengar</i>) ➤ Here (<i>disini</i>) 	<ul style="list-style-type: none"> • I <u>hear</u> you singing, and your voice is so beautiful. <i>(saya <u>mendengarmu</u> menyanyi dan suaramu sangat indah)</i> • I've been looking for you all around, and in the end I've found you <u>here</u>, in my house. <i>(Aku telah mencarimu berkeliling, dan pada akhirnya aku menemukanmu <u>disini</u>, dirumahku).</i>
<ul style="list-style-type: none"> ➤ To (<i>untuk</i>) ➤ Two (<i>dua</i>) 	<ul style="list-style-type: none"> • I wanna write a letter <u>to</u> my sister <i>(saya ingin menulis surat <u>untuk</u> kakakku)</i> • I order <u>two</u> cups of coffee for us <i>(saya memesan <u>dua</u> cangkir kopi untuk kita)</i>
<ul style="list-style-type: none"> ➤ Nose (<i>hidung</i>) ➤ Knows (<i>tahu</i>) 	<ul style="list-style-type: none"> • You have a pointed <u>nose</u> <i>(kamu mempunyai <u>hidung</u> yang mancung)</i> • Fitri <u>knows</u> that today is the day to submit the homework, but she didn't tell Reski <i>(Fitri <u>tahu</u> bahwa hari ini adalah hari untuk mengumpulkan PR tapi dia tidak memberi tahu Reski)</i>

**Appendix 5 Student Data for Class VIII MTs Ma`arif
Bolaromang**

NO.	Name	NISN	Gender	Address
1.	A. ZH	0098498293	Woman	Lappara`na
2.	ABD. A	0081581609	Man	Bolaromang
3.	AF	0086450371	Man	Bolaromang
4.	A. IS	0083869167	Man	Lappara`na
5.	Ann	0081289288	Woman	Langkoa
6.	AK		Woman	Langkoa
7.	AR	0088262714	Woman	Bolaromang
8.	DS		Woman	Bolaromang
9.	F Al- M	0089797613	Woman	Langkoa
10.	H	0085470486	Woman	Langkoa
11.	I	0084721903	Woman	Lappara`na
12.	KA		Woman	Lappara`na
13.	M. AF	0087538344	Man	Lappara`na
14.	M. AR		Man	Lappara`na
15.	M. A	0095352525	Man	Bolaromang
16.	M	0085760273	Man	Bolaromang
17.	MF	0083668672	Woman	Lappara`na

18.	NA	3085083971	Woman	Langkoa
19.	NF	0085929553	Woman	Lappara`na
20.	Fj	0083022299	Man	Bolaromang
21.	RAP	0076153002	Man	Bolaromang
22.	WM	0087634930	Woman	Langkoa

Appendix 6 Results of Research Instruments (Pre-test)

NO.	Name	NISN	Score	Category
1.	A. ZH	0098498293	45	Enough
2.	ABD. A	0081581609	31	Not Enough
3.	AF	0086450371	28	Not Enough
4.	A. IS	0083869167	32	Not Enough
5.	A	0081289288	70	Good
6.	AK		37	Enough
7.	AR	0088262714	42	Enough
8.	DS		26	Not Enough
9.	F AI-M	0089797613	27	Not Enough
10.	H	0085470486	35	Enough
11.	I	0084721903	75	Good
12.	KA		30	Not Enough
13.	M. AF	0087538344	41	Enough
14.	M. AR		39	Enough
15.	M. A	0095352525	30	Not Enough
16.	M	0085760273	38	Enough
17.	MF	0083668672	75	Good
18.	NA	3085083971	75	Good
19.	N	0085929553	50	Enough
20.	F	0083022299	40	Enough
21.	RAP	0076153002	30	Not Enough
22.	WM	0087634930	70	Good
Student Average			43,9	
Criteria			Enough	

Student Test Result Data After Action (Post-Test)

NO.	Name	NISN	Score	Category
1.	A. ZH	0098498293	80	Good
2.	ABD. A	0081581609	78	Good
3.	AF	0086450371	65	Enough
4.	A. IS	0083869167	65	Enough
5.	A	0081289288	78	Good
6.	AK		75	Good
7.	AR	0088262714	85	Good
8.	DS		65	Enough
9.	F Al-M	0089797613	68	Enough
10.	H	0085470486	65	Enough
11.	I	0084721903	80	Good
12.	KA		65	Enough
13.	M. AF	0087538344	65	Enough
14.	M. AR		80	Good
15.	M. A	0095352525	65	Enough
16.	M	0085760273	75	Good
17.	MF	0083668672	75	Good
18.	NA	3085083971	85	Good
19.	N	0085929553	65	Enough
20.	F	0083022299	80	Good
21.	RAP	0076153002	60	Enough
22.	WM	0087634930	80	Good
Student Average			72,6	
Criteria			Good	

Appendix 7 Research Schedule

Meeting	Day/Date	Activity
1.	Thursday, May 29, 2022	<ul style="list-style-type: none"> ➤ Delivery of research letters ➤ Introduction ➤ Observation ➤ Pre-test
2.	Monday, May 23, 2022	<ul style="list-style-type: none"> ➤ Explanation of homophone material ➤ Giving examples of homophone words and sentences
3.	Tuesday, May 24, 2022	<ul style="list-style-type: none"> ➤ Preparing homophone card media ➤ Giving examples of homophone words ➤ Use of homophone card media
4.	Wednesday, May 25, 2022	<ul style="list-style-type: none"> ➤ Giving examples of homophone words and sentences ➤ Use of homophone card media
5.	Thursday, May 26, 2022	<ul style="list-style-type: none"> ➤ Giving examples of homophone words and sentences ➤ Use of homophone card media
6.	Friday, May 27, 2022	<ul style="list-style-type: none"> ➤ Giving examples of homophone words and sentences ➤ Use of homophone card media
7.	Saturday, May 28, 2022	<ul style="list-style-type: none"> ➤ Test students' understanding of homophones ➤ Post-test ➤ Closing the meeting.

Appendix 8 Research Documentation



Picture 1.1 Delivery of research permit to the school of MTs
Ma`arif Bolaromang



Picture 1.2 Using homophone game media



Picture 1.3 The state of students in the room



Picture 1.4 Last meeting, photo with class VIII MTs Ma`arif
Bolaromang

Appendix 9 Learning Implementation Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : Madrasah Tsanawiyah Ma'arif Bolaromang
Mata Pelajaran/Tema : Bahasa Inggris
Kelas/Semester : VIII/semester 2
Materi Pokok : *Homophone (pre-test)*
Alokasi Waktu : 1 x 40 menit
Pertemuan : ke-1

1. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat: Mampu membaca kalimat yang *Homophone* dengan pengucapan (*Pronunciation*) yang baik dan terbiasa menggunakan kalimat bahasa Inggris yang *Homophone* dalam kehidupan sehari-hari.

2. Materi

Mengenal kata yang termasuk *Homophone* dan cara pengucapannya (*Pronunciation*).

3. Metode/Strategi Pembelajaran

Pendekatan *scaffolding*, dengan strategi belajar memahami kata yang *Homophone* dan pengucapan.

4. Alat dan Bahan Pembelajaran

- 1.1 Alat/Media : White Board, spidol, gambar/kartu *Homophone*, LCD dan Laptop.
- 1.2 Bahan : Lembar Instrumen *Pre-test* dan *Post-Test*

5. Langkah-Langkah Kegiatan Pembelajaran

Kegiatan Pendahuluan (*opening*) : 10 menit

- a) Memulai/membuka pembelajaran dengan salam dan membaca doa
- b) Guru memeriksa dan menanyakan kehadiran siswa
- c) Guru Menyampaikan tujuan pembelajaran

Kegiatan Inti : 25 menit

- a) Guru mengarahkan siswa menyiapkan buku tulis.
- b) Guru menggali pengetahuan siswa tentang *Homophone*.
- c) Guru memberikan kalimat *pre-test* kepada siswa.
- d) Guru mengarahkan siswa membaca kalimat *pre-test* yang diberikan.
- e) Guru memberikan apresiasi kepada siswa yang aktif dalam pembelajaran

Kegiatan Penutup (*Closing*) 5 menit

- a) Guru mengajak siswa menyimpulkan materi hasil pembelajaran.
- b) Guru menyampaikan materi yang akan dipelajari selanjutnya.
- c) Menutup kegiatan pembelajaran dengan membaca doa dan salam.

6. Penilaian

1. Penilaian Sikap : Observasi
2. Penilaian Pengetahuan : Tes Lisan dan Penugasan
3. Penilaian Keterampilan : Ketepatan Pengucapan (*Pronunciation*).

Sinjai, 19 Mei 2022

Mengetahui,

Guru Mata Pelajaran



(FITRIANI)
NIM.180110015

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : Madrasah Tsanawiyah Ma'arif Bolaromang
Mata Pelajaran/Tema : Bahasa Inggris
Kelas/Semester : VIII/semester 2
Materi Pokok : *Homophone* (mengetal apa itu *Homophone* dan contohnya)
Alokasi Waktu : 1 x 40 menit
Pertemuan : ke-2

1. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat: Mampu membaca kalimat yang *Homophone* dengan pengucapan (*Pronunciation*) yang baik dan terbiasa menggunakan kalimat bahasa Inggris yang *Homophone* dalam kehidupan sehari-hari.

2. Materi

Mengetal kata yang termasuk *Homophone* dan cara pengucapannya (*Pronunciation*).

3. Metode/Strategi Pembelajaran

Pendekatan *scaffolding*, dengan strategi belajar memahami kata yang *Homophone* dan pengucapan.

4. Alat dan Bahan Pembelajaran

- 1.1 Alat/Media : White Board, spidol, gambar/kartu *Homophone*, LCD dan Laptop.
- 1.2 Bahan : Lembar Instrumen *Pre-test* dan *Post-Test*

5. Langkah-Langkah Kegiatan Pembelajaran

Kegiatan Pendahuluan (*opening*) : 10 menit

- a) Memulai/membuka pembelajaran dengan salam dan membaca doa.
- b) Guru memeriksa dan menanyakan kehadiran siswa.

Kegiatan Inti : 25 menit

- a) Guru mengarahkan siswa menyiapkan buku tulis.
- b) Guru menggali pengetahuan siswa tentang *Homophone*.
- c) Guru memberikan materi *Homophone*.
- d) Guru mengarahkan siswa mencatat materi pembelajaran.
- e) Guru mengarahkan siswa membaca contoh kata dan kalimat *Homophone* yang diberikan.
- f) Guru mengajak siswa bermain *game* dengan kartu homofon.

Kegiatan Penutup (*Closing*) 5 menit

- a) Guru mengajak siswa menyimpulkan materi hasil pembelajaran.
- b) Guru memberikan tugas (PR) kepada siswa.
- c) Menutup kegiatan pembelajaran dengan membaca doa dan salam.

6. Penilaian

- 1) Penilaian Sikap : Observasi
- 2) Penilaian Pengetahuan : Tes Lisan dan Penugasan
- 3) Penilaian Keterampilan : Ketepatan Pengucapan (*Pronunciation*).

Sinjai, 23 Mei 2022

Mengetahui,

Kepala MTs Ma'arif Bolaromang

(MAHAMUDDIN, S. Ag)
NUPK 154475465200002

Guru Mata Pelajaran

(FITRIANI)
NIM. 180110015

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : Madrasah Tsanawiyah Ma'arif Bolaromang
Mata Pelajaran/Tema : Bahasa Inggris
Kelas/Semester : VIII/semester 2
Materi Pokok : *Homophone* (mengetal apa itu *Homophone* dan contohnya)
Alokasi Waktu : 1 x 40 menit
Pertemuan : ke-3

1. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat: Mampu membaca kalimat yang *Homophone* dengan pengucapan (*Pronunciation*) yang baik dan terbiasa menggunakan kalimat bahasa Inggris yang *Homophone* dalam kehidupan sehari-hari.

1. Materi

Mengetal kata yang termasuk *Homophone* dan cara pengucapannya (*Pronunciation*).

2. Metode/Strategi Pembelajaran

Pendekatan *scaffolding*, dengan strategi belajar memahami kata yang *Homophone* dan pengucapan.

3. Alat dan Bahan Pembelajaran

- 1.1 Alat/Media : White Board, spidol, gambar/kartu *Homophone*, LCD dan Laptop.
1.2 Bahan : Lembar Instrumen *Pre-test* dan *Post-Test*

4. Langkah-Langkah Kegiatan Pembelajaran

Kegiatan Pendahuluan (<i>opening</i>) : 10 menit	
a)	Memulai/membuka pembelajaran dengan salam dan membaca doa.
b)	Guru memeriksa dan menanyakan kehadiran siswa
Kegiatan Inti : 25 menit	
a)	Guru mengarahkan siswa menyiapkan buku tulis
b)	Guru mengingatkan kembali mengenai <i>Homophone</i> .
c)	Guru memberikan contoh kata dan kalimat <i>Homophone</i> .
d)	Guru mengarahkan siswa mencatat materi pembelajaran.
e)	Guru mengarahkan siswa membaca contoh kata dan kalimat <i>Homophone</i> yang diberikan.
f)	Guru mengarahkan siswa membagi menjadi beberapa kelompok.
g)	Guru mengajak siswa bermain <i>game</i> dengan kartu homofon
Kegiatan Penutup (<i>Closing</i>) 5 menit	
a)	Guru mengajak siswa menyimpulkan materi hasil pembelajaran.
b)	Menutup kegiatan pembelajaran dengan membaca doa dan salam.

5. Penilaian

- 1) Penilaian Sikap : Observasi
2) Penilaian Pengetahuan : Tes Lisan dan Penugasan
3) Penilaian Keterampilan : Ketepatan Pengucapan (*Pronunciation*).

Sinjai, 24 Mei 2022

Mengetahui,

Kepala MTs Ma'arif Bolaromang

Guru Mata Pelajaran



(MAHAMUDDIN, S.Ag)
NUPTK. 1544754655200002

(FITRIANI)
NIM. 180110015

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : Madrasah Tsanawiyah Ma'arif Bolaromang
Mata Pelajaran/Tema : Bahasa Inggris
Kelas/Semester : VIII/semester 2
Materi Pokok : *Homophone* (mengenal apa itu *Homophone* dan contohnya)
Alokasi Waktu : 1 x 40 menit
Pertemuan : ke-4

1. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat: Mampu membaca kalimat yang *Homophone* dengan pengucapan (*Pronunciation*) yang baik dan terbiasa menggunakan kalimat bahasa Inggris yang *Homophone* dalam kehidupan sehari-hari.

1. Materi

Mengenal kata yang termasuk *Homophone* dan cara pengucapannya (*Pronunciation*).

2. Metode/Strategi Pembelajaran

Pendekatan *scaffolding*, dengan strategi belajar memahami kata yang *Homophone* dan pengucapan.

3. Alat dan Bahan Pembelajaran

- 1.1 Alat/Media : White Board, spidol, gambar/kartu *Homophone*, LCD dan Laptop.
1.2 Bahan : Lembar Instrumen *Pre-test* dan *Post-Test*

4. Langkah-Langkah Kegiatan Pembelajaran

Kegiatan Pendahuluan (*opening*) : 10 menit

- Memulai/membuka pembelajaran dengan salam dan membaca doa.
- Guru memeriksa dan menanyakan kehadiran siswa.

Kegiatan Inti : 25 menit

- Guru mengarahkan siswa menyiapkan buku tulis.
- Guru mengingatkan kembali mengenai *Homophone*.
- Guru memberikan contoh kata dan kalimat *Homophone*.
- Guru mengarahkan siswa mencatat materi pembelajaran.
- Guru mengarahkan siswa membaca contoh kata dan kalimat *Homophone* yang diberikan.
- Guru mengajak siswa bermain *game* dengan kartu homofon.
- Guru memberikan apresiasi kepada siswa yang aktif dalam pembelajaran.

Kegiatan Penutup (*Closing*) 5 menit

- Guru mengajak siswa menyimpulkan materi hasil pembelajaran.
- Menutup kegiatan pembelajaran dengan membaca doa dan salam.

5. Penilaian

- Penilaian Sikap : Observasi
- Penilaian Pengetahuan : Tes Lisan dan Penugasan
- Penilaian Keterampilan : Ketepatan Pengucapan (*Pronunciation*).

Mengetahui,

Sinjai, 25 Mei 2022

Kepala MAs Ma'arif Bolaromang



Guru Mata Pelajaran

(FITRIANI)
NIM. 180110015

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : Madrasah Tsanawiyah Ma'arif Bolaromang
Mata Pelajaran/Tema : Bahasa Inggris
Kelas/Semester : VIII/semester 2
Materi Pokok : *Homophone* (mengenal apa itu *Homophone* dan contohnya)
Alokasi Waktu : 1 x 40 menit
Pertemuan : ke-5

1. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat: Mampu membaca kalimat yang *Homophone* dengan pengucapan (*Pronunciation*) yang baik dan terbiasa menggunakan kalimat bahasa Inggris yang *Homophone* dalam kehidupan sehari-hari.

2. Materi

Mengenal kata yang termasuk *Homophone* dan cara pengucapannya (*Pronunciation*).

3. Metode/Strategi Pembelajaran

Pendekatan *scaffolding*, dengan strategi belajar memahami kata yang *Homophone* dan pengucapan.

4. Alat dan Bahan Pembelajaran

- 1.1 Alat/Media : White Board, spidol, gambar/kartu *Homophone*, LCD dan Laptop.
1.2 Bahan : Lembar Instrumen *Pre-test* dan *Post-Test*

5. Langkah-Langkah Kegiatan Pembelajaran

Kegiatan Pendahuluan (*opening*) : 10 menit

- a) Memulai/membuka pembelajaran dengan salam dan membaca doa.
b) Guru memeriksa dan menanyakan kehadiran siswa

Kegiatan Inti : 25 menit

- a) Guru mengarahkan siswa menyiapkan buku tulis.
b) Guru mengingatkan kembali mengenai *Homophone*.
c) Guru memberikan contoh kata dan kalimat *Homophone*.
d) Guru mengarahkan siswa mencatat materi pembelajaran.
e) Guru mengarahkan siswa membaca contoh kata dan kalimat *Homophone* yang diberikan.
f) Guru mengajak siswa bermain *game* dengan kartu homofon.
g) Guru memberikan apresiasi kepada siswa yang aktif dalam pembelajaran

Kegiatan Penutup (*Closing*) 5 menit

- a) Guru mengajak siswa menyimpulkan materi hasil pembelajaran.
b) Menutup kegiatan pembelajaran dengan membaca doa dan salam.

6. Penilaian


- 1) Penilaian Sikap : Observasi
2) Penilaian Pengetahuan : Tes Lisan dan Penugasan
3) Penilaian Keterampilan : Ketepatan Pengucapan (*Pronunciation*).

Sinjai, 26 Mei 2022

Mengetahui,

Guru Mata Pelajaran


Kepala MTs Ma'arif Bolaromang
(MAHAMUDDIN, S.Ag)
NUPTR : 54475465200002


(FITRIANI)
NIM. 180110015

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : Madrasah Tsanawiyah Ma'arif Bolaromang
Mata Pelajaran/Tema : Bahasa Inggris
Kelas/Semester : VIII/semester 2
Materi Pokok : *Homophone* (mengenai apa itu *Homophone* dan contohnya)
Alokasi Waktu : 1 x 40 menit
Pertemuan : ke-6

1. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat: Mampu membaca kalimat yang *Homophone* dengan pengucapan (*Pronunciation*) yang baik dan terbiasa menggunakan kalimat bahasa Inggris yang *Homophone* dalam kehidupan sehari-hari.

2. Materi

Mengenal kata yang termasuk *Homophone* dan cara pengucapannya (*Pronunciation*).

3. Metode/Strategi Pembelajaran

Pendekatan *scaffolding*, dengan strategi belajar memahami kata yang *Homophone* dan pengucapan.

4. Alat dan Bahan Pembelajaran

- 1.1 Alat/Media : White Board, spidol, gambar/kartu *Homophone*, LCD dan Laptop.
- 1.2 Bahan : Lembar Instrumen *Pre-test* dan *Post-Test*

5. Langkah-Langkah Kegiatan Pembelajaran

Kegiatan Pendahuluan (*opening*) : 10 menit

- a) Memulai/membuka pembelajaran dengan salam dan membaca doa.
- b) Guru memeriksa dan menanyakan kehadiran siswa

Kegiatan Inti : 25 menit

- a) Guru mengarahkan siswa menyiapkan buku tulis.
- b) Guru mengingatkan kembali mengenai *Homophone*.
- c) Guru memberikan contoh kata dan kalimat *Homophone*.
- d) Guru mengarahkan siswa mencatat materi pembelajaran.
- e) Guru mengarahkan siswa membaca contoh kata dan kalimat *Homophone* yang diberikan.
- f) Guru mengajak siswa bermain *game* dengan kartu homofon.
- g) Guru memberikan apresiasi kepada siswa yang aktif dalam pembelajaran.

Kegiatan Penutup (*Closing*) 5 menit

- a) Guru mengajak siswa menyimpulkan materi hasil pembelajaran.
- b) Menutup kegiatan pembelajaran dengan membaca doa dan salam.

6. Penilaian

- 1) Penilaian Sikap : Observasi
- 2) Penilaian Pengetahuan : Tes Lisan dan Penugasan
- 3) Penilaian Keterampilan : Ketepatan Pengucapan (*Pronunciation*).

Sinjai, 27 Mei 2022

Mengetahui,

Guru Mata Pelajaran


Kepala MTs Ma'arif Bolaromang
(MAHAMUDDIN, S.Ag)
NUPTRK: 54475465200002


(FITRIANI)
NIM. 180110015

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : Madrasah Tsanawiyah Ma'arif Bolaromang
Mata Pelajaran/Tema : Bahasa Inggris
Kelas/Semester : VIII/semester 2
Materi Pokok : *Homophone (pre-test)*
Alokasi Waktu : 1 x 40 menit
Pertemuan : ke-7

1. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat: Mampu membaca kalimat yang *Homophone* dengan pengucapan (*Pronunciation*) yang baik dan terbiasa menggunakan kalimat bahasa Inggris yang *Homophone* dalam kehidupan sehari-hari.

2. Materi

Mengenal kata yang termasuk *Homophone* dan cara pengucapannya (*Pronunciation*).

3. Metode/Strategi Pembelajaran

Pendekatan *scaffolding*, dengan strategi belajar memahami kata yang *Homophone* dan pengucapan.

4. Alat dan Bahan Pembelajaran

- 1.1 Alat/Media : White Board, spidol, gambar/kartu *Homophone*, LCD dan Laptop.
- 1.2 Bahan : Lembar Instrumen *Pre-test* dan *Post-Test*

5. Langkah-Langkah Kegiatan Pembelajaran

Kegiatan Pendahuluan (*opening*) : 10 menit

- a) Memulai/membuka pembelajaran dengan salam dan membaca doa.
- b) Guru memeriksa dan menanyakan kehadiran siswa.

Kegiatan Inti : 25 menit

- a) Guru mengarahkan siswa menyiapkan buku tulis.
- b) Guru menggali kembali pengetahuan siswa tentang *Homophone*.
- c) Guru memberikan kalimat *post-test* kepada siswa.
- d) Guru mengarahkan siswa membaca kalimat *post-test* yang diberikan.

Kegiatan Penutup (*Closing*) 5 menit

- a) Guru mengajak siswa menyimpulkan materi hasil pembelajaran.
- b) Menutup kegiatan pembelajaran dengan membaca doa dan salam.

6. Penilaian

1. Teknik Penilaian

1. Penilaian Sikap : Observasi
2. Penilaian Pengetahuan : Tes Lisan dan Penugasan
3. Penilaian Keterampilan : Ketepatan Pengucapan (*Pronunciation*).

Sinjai, 28 Mei 2022

Mengetahui,

Kepala MTs Ma'arif Bolaromang

Guru Mata Pelajaran

(MAHAMUDDIN, S.Pd)
NIP. 185475465200002

(FITRIANI)
NIM. 180110015



**INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI
FAKULTAS TARBIIYAH DAN ILMU KEGURUAN**

Kampus : Jl. Sultan Hassanudin No. 20 Kab. Sinjai, Tpt/Fas. 08329989106, Kode Pos 92612
Email : ika@iamu.ac.id Website : www.iamungkat.ac.id

TERAKREDITASI INSTITUSI BAN-PT SK NOMOR : 1088/SK/BAN-PT/Akred/PT/11/2020

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

**SURAT KEPUTUSAN
NOMOR: 920.DI/III.3.AU/F/KEP/2021**

**TENTANG
DOSEN PEMBIMBING PENULISAN SKRIPSI MAHASISWA
FAKULTAS TARBIIYAH DAN ILMU KEGURUAN T.A 2021/2022**

**DEKAN FAKULTAS TARBIIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI**

- Menimbang** : 1. Bahwa untuk penulisan Skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Muhammadiyah Sinjai Tahun Akademik 2021/2022, maka dipandang perlu ditetapkan Dosen Pembimbing penulisan Skripsi dalam Surat Keputusan.
2. Bahwa nama-nama yang tercantum dalam Surat Keputusan ini dipandang cakap dan memenuhi syarat untuk melaksanakan tugas yang di amanahkan kepadanya.
- Mengingat** : a. Anggaran Dasar dan Anggaran Rumah Tangga Muhammadiyah.
b. Undang-undang No.20 tahun 2003 tentang Sisdiknas.
c. Undang-Undang R.I No. 12 Tahun 2012, tentang Pendidikan Tinggi.
d. Keputusan Menteri Agama R.I No. 6722 Tahun 2015, tentang perubahan nama STAI Muhammadiyah Sinjai menjadi Institut Agama Islam Muhammadiyah Sinjai
e. Surat Keputusan Rektor IAIM Nomor : 216/1.3.AU/D/KEP/2016 tentang Pendirian Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)
f. Pedoman PP. Muhammadiyah No. 02/PED/1.0/B/2012 tentang Perguruan Tinggi Muhammadiyah.
g. Statuta Institut Agama Islam Muhammadiyah Sinjai.
- Memperhatikan** : Kalender Akademik Institut Agama Islam Muhammadiyah Sinjai Tahun Akademik 2021/2022.

MEMUTUSKAN

- Menetapkan** : Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Muhammadiyah Sinjai tentang Dosen Pembimbing penulisan skripsi mahasiswa.
- Pertama** : Mengangkat dan menetapkan saudara :

Pembimbing I	Pembimbing II
Dr. Syamsir, M.Pd	St. Rahmaniah Bahrin, S.Pd., M.Pd.

untuk penulisan skripsi mahasiswa:

Nama : **FITRIANI**
NIM : 180110015
Prodi : Prodi Tadris Bahasa Inggris (TBI)
Judul Skripsi : Penggunaan Homophone Games dalam Meningkatkan Keterampilan Pronunciation Siswa Kelas VIII MTs. Ma'arif Bolaromang

- Kedua** : Hal-hal yang menyangkut pendapatan/nafkah karena tugas dan tanggung jawabnya diberikan sesuai peraturan yang berlaku di Institut Agama Islam Muhammadiyah Sinjai.

Islami, Progresif dan Kompetitif



INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI
FAKULTAS TARBIAH DAN ILMU KEGURUAN

KAMPUS : JL. SULTAN HASANUDDIN NO. 20 KAB. SINJAI, TLP. 085299899166, KODE POS 92612

Email: ftk@iainz.com

Website: <http://www.iainmsinjai.ac.id>

TERAKREDITASI INSTITUSI BAN-PT SK NOMOR : 41098/SK/BAN-PT/Akred/PT/XII/2020

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Nomor : 258.D1/III.3.AU/F/2022
Lamp : Satu Rangkap
Hal : Permohonan Izin Penelitian

Sinjai, 20 Syawal 1443 H
21 Mei 2022 M

Kepada Yang Terhormat
Kepala MTs Ma'rif Bolaromang
Di -

Gowa

Assalamu 'alaikum Warahmatullahi Wabarakatuh.

Dalam rangka penulisan skripsi mahasiswa program Strata Satu (S-1), dengan ini disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini :

Nama : Fitriani
NIM : 180110015
Program Studi : Tadris bahasa Inggris (TBI)
Semester : VIII (Delapan)

Akan melaksanakan penelitian dengan judul:

"Improving Students Pronunciation Of Class VIII By Using Homophone Game in MTs Ma'Arif Bolaromang"

Sehubungan dengan hal tersebut di atas dimohon kiranya yang bersangkutan dapat diberikan izin melaksanakan penelitian di MTs Ma'rif Bolaromang.

Atas perhatian dan kerjasama yang baik diucapkan terima kasih.

Wassalamu 'alaikum Warahmatullahi Wabarakatuh.

Dekan,

Sukhr, S.Pd.I., M.Pd.I
NPM: 1213495

Tembusan Disampaikan Kepada Yth:
1. Rektor IAIM Sinjai



INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Kampus Jl. Sultan Hassanudin No. 20 Kab. Sinjai, Tlp/Fax 085299899166, Kode Pos 92612
Email: fkisjaini@gmail.com Website: www.iainmuhammadiah-sinjai.ac.id

TERAKREDITASI INSTITUSI BAN-PT SK NOMOR : 1088/SK/BAN-PT/Akred/PT/XI/2020



- Ketiga : Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagai amanat dengan penuh rasa tanggung jawab.
- Keempat : Keputusan ini berlaku sejak tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan sebagaimana mestinya.

Ditetapkan di : Sinjai
Pada Tanggal : 09 November 2021 M
: 04 Rabiul Akhir 1443 H

Dekan,

Takdir, S. Pd. I., M. Pd. I.
NBM. 1213495

Tembusan :

1. BPH IAIM Sinjai di Sinjai
2. Rektor IAIM Sinjai di Sinjai.
3. Ketua Prodi PAI, PGMI, PBA, TBI & TM IAIM Sinjai di Sinjai.



KEMENTERIAN AGAMA KAB.GOWA
LEMBAGA PENDIDIKAN MA'ARIF KEC.TOMBOLOPAO
MTs MA'ARIF BOLAROMANG

Alamat : Jl.Persatuan Desa Bolaromang Hp 0821 9015 0627
Email : msbolaromang1969@gmail.com Kode Pos 92174



**SURAT KETERANGAN
TELAH MELAKSANAKAN PENELITIAN**
Nomor : 21.06.0040/mts-BR/031/Suket/V /2022

Yang bertanda tangan dibawah ini kepala Madrasah Tsanawiyah Ma'arif Bolaromang Desa Bolaromang Kec.Tombolopao Kabupaten Gowa, Menerangkan Bahwa:

Nama : **FITRIANI**
NIM : 180110015
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah & Ilmu Keguruan
Universitas : Institut Agama Islam Muhammadiyah Sinjai
Pekerjaan/Lembaga : Mahasiswa (S1)
Alamat : Dusun Lappara'na Desa Bolaromang kec. Tombolopao
kab Gowa

Yang bersangkutan telah melaksanakan penelitian di MTs Ma'arif Bolaromang,Kec.Tombolopao Kab.Gowa dari Tanggal 19 – 28 Mei 2022 guna keperluan penyusunan skripsi dengan judul :

"IMROVING STUDENTS PRONUNCIATION OF CLASS VIII BY USING HOMOPHONE GAME IN MTs MA'ARIF BOLAROMANG"

Demikian surat keterangan telah melaksanakan penelitian ini dibuat dengan sebenarnya agar dapat dipergunakan sebagaimana mestinya.

Bolaromang, 30 Mei 2022
Kepala MTs Ma'arif Bolaromang

MAHAMUDDIN, S. Ag
Nuptk: 1544754655200002



**INSTITUT AGAMA ISLAM MUHAMMADIYAH SINJAI
LEMBAGA BAHASA**

KAMPUS : JL. SULTAN HASANUDDIN NO. 20 KAB. SINJAI, TLP/FAX 048221418, KODE POS 92612
Email: lembagabahasa.iainsz@gmail.com Website: http://ib.muhsinjai.ac.id/

TERAKREDITASI INSTITUSI BAN-PT SK NOMOR : 1089/SK/BAN-PT/Akred/PTXII/2020



SURAT KETERANGAN KEABSAHAN ABSTRAK

Nomor: 243.L4/III.3.AU/A/KET/2022

Lembaga Bahasa IAI Muhammadiyah Sinjai, dengan ini menyatakan bahwa abstrak yang berjudul:

“Meningkatkan Pengucapan Siswa Kelas VIII Dalam Mata Pelajaran Bahasa Inggris Dengan Menggunakan Permainan Homofon Di MTs Ma’arif Bolaromang”

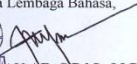
dengan identitas pemilik:

Nama : **FITRIANI**
NIM : 180110015
Program Studi : Tadris Bahasa Inggris

Telah diterjemahkan dan direvisi oleh LEMBAGA BAHASA Institut Agama Islam Muhammadiyah Sinjai dan dinyatakan LAYAK untuk dipublikasikan.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Sinjai, 11 Rabiul Awal 1444 H
7 Oktober 2022 M

Ketua Lembaga Bahasa,

AMIRAN AR, S.Pd.I., M.Pd.I.
NBM. 12301191

Islami, Progresif, dan Kompetitif

Author Biography



- Name : Fitriani
- NIM : 180110015
- Place and Date of Birth : Bolaromang, 14 Desember 2000
- Address : Lappara`na Hamlet, Bolaromang Village.
- Organization Experience: 1. IMM
2. Hizbul Wathan
3. English Students Association
- Educational Background
1. SD/MI : SD Inpres Bolaromang
2. SLTP/SMP : SMP Negeri 1 Sinjai Barat
3. SMA/MA : MA Darus Shafaa Manipi
- Handphone : 085241271219
- Email : fitrianibahrn5@gmail.com
- Parents Name : Father : Bahrn
- Mather : Atira
- Job Experiences : Farmer

PAPER NAME
180110015

AUTHOR
FITRIANI



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