The implementation of homophone games to improve students' lexical mastery at seventh-grade students of SMP Negeri 1 Peterongan Jombang

Zahratul Maujudatul Mufidah [1], Ihyak Mustofa[2], Apriliah Daniati[3]

[1]Uin Kh Achmad Siddiq, Jember, [2]Uin Kh Achmad Siddiq, Jember

zorazahraaa@gmail.com[1], ihyakm@yahoo.com[2]
apriliahdaniati@gmail.com[3]

ABSTRACT

The objectives of the study is to determine the implementation of homophone games to improve students' lexical mastery at seventh-grade students of Sekolah Menengah Pertama Negeri 1 Peterongan Jombang. The research applied a classroom action research as research method. It was conducted in Sekolah Menengah Pertama Negeri 1 Peterongan Jombang. The data were gathered by test, observations and documentation. The results of this research that implementing Homophone Games to improve students' lexical mastery in the seventh grade of SMP Negeri 1 Peterongan can help students improve their lexical mastery.

Key Words: **homophone games, lexical mastery**

INTRODUCTION

In Indonesia, English emerged as the first foreign language. As an English foreign learner (EFL), the learners feel that the most common problem is learning English to develop speaking. In teaching-learning, English should be applied to active communication and focused more on productive skills. Brown (2000) states that successful oral communication in the target language with other speakers displays successful

language acquisition. In terms of teaching, English includes four language capabilities: explicitly listening, speaking, reading, and writing. Linguistic elements include vocabulary, grammar, and pronunciation to assist those four capabilities. Speaking is one of the four language capabilities.

Penny Urs (1996) states that speaking is an essential skill in language learning. Speaking is the most critical skill of all four skills (listening, speaking, reading, and writing) because people who know a language are usually referred to as speakers of that language. Speaking means expressing an idea, someone's feeling, or a thought in their surroundings. According to Fulcher (2003), speaking is the verbal use of language to communicate with others. In developing speaking skills, One of the crucial matters is pronunciation and vocabulary specifically lexical. The students must focus on both of them because it impacts learners' communicative competence and performance. As a foreign language learner, the thing that must be considered is having a good and correct ability in pronunciation because most foreign language learners have difficulty pronouncing words in English, especially Indonesian learners. To use English well, of course we need to learn and understand vocabulary effectively because this is a widely used vocabulary. The fact is that the qualities of students' lexical are still very far from expectations. A lack of pronunciation and vocabulary skills can reduce learners' self-confidence and limit the students' social interactions.

As foreign learners, students find it challenging to learn to speak English, especially in lexical. The researcher is interested in using games to make the lesson accessible and motivate students to learn and understand. Therefore, the homophone game strategy, which is expected to help improve students' lexical mastery, is applied. mStudents often need help pronouncing and memorized English words, especially words with similar pronunciation but different meanings or homophone words. One of the ways is by using a homophone game. Games also motivate students to introduce an element of competition into language-building activities. It gives the

students new experiences and prevents them from being unbored during learning. Homophones can be learned through the games because students can easily practice and have fun with pronunciation. Students are easy to understand and remember with the correct pronunciation. A homophone game is a game that naturally can be used to help the students practice and remember the word with similar pronunciation. This game can also help highlight some sounds that may be particularly difficult for students to hear and write the words. Several researchers have examined this research.

Ayu Pratiwi conducted the first previous research from the thesis, entitled "The Use of Homophone Games to Improve Students' Pronunciation at seven grades of MTs Negeri 2 Sidenreng Rappang", discussed the low capacity of students in pronunciation, especially in junior high school. We conclude that using homophone games to improve the students' pronunciation significantly improves before and after giving treatment.

Fitriani conducted another research from the thesis entitled "Improving the Pronunciation of Class VIII Students in English Subjects Using Homophone Games at MTs Ma`arif Bolaromang.". This research found that homophone games help increase the student's ability to improve pronunciation.

Cici Kiswindari entitled "Improving the students' pronunciation through homophone games at the second-grade student of SMA Asuhan Daya Medan." In this research, the researcher focused on the improvement of long vowels and short vowels in pronunciation by using homophone games. The result of the text showed a significant improvement in students' pronunciation through homophone games.

Yulianti, Hasnani, and Suharti Siradjuddin, in their research entitled "The Effectiveness of Homophone Games towards Students' Pronunciation at MTsN Kepulauan Selayar". This research found that homophone games effectively improved students' pronunciation.

Based on the previous study above, homophone games are a form of media that can solve the problem. The media can

support the teacher and the students in the learning process more interest and easy to understand. The researcher is interested in using a homophone games as media. The researcher focused to improving students lexical mastery, entitled "The implementation of homophone games to improve students' lexical mastery at seventh-grade students of Sekolah Menengah Pertama Negeri 1 Peterongan Jombang" to help students improve their lexical mastery.

METHOD

The researcher used Classroom Action Research (CAR). In this research, researcher used models from Stephen Kemmis and Mc.Taggart. According to Kemmis and McTaggart (1998) that action research is an action which is conducted to inquire self-reflective and improve his or her instruction by evaluating his or her own practice.

In this research, the researcher applied two cycle (5 meetings). The first meeting is pre-test. For the second and third meeting was the first cycle, the researcher implementing the homophone games in the class and gave the pos-test I. For the fourth and fifth meeting was the cycle II, the researcher implementing the homophone games in the class and gave the pos-test II. The data collecting technique used in this research were primary data (test) and secondary data (observation and documentation). The procedures of the research consist of four stages: planning, implementing, observing and reflecting.

RESULTS AND DISCUSSION

Research findings were obtained from the beginning to the end of the teaching and learning process. The study was conducted at SMP Negeri 1 Peterongan in the 2023/2024 academic year. It was conducted to determine the increasing students' lexical mastery by using homophone games as teaching media. The data were taken from VII- A, which consisted of 32 students. The researcher did the pre-test first to determine students' lexical mastery before doing the cycle. This research was conducted in two cycles that consisted of four meetings. Every

cycle consisted of two meetings, each taking 3 x 40 minutes. During the teaching-learning process, the researcher observes the teaching-learning process using the observation checklist.

1. Pre-Test

The researcher used a match-word and fill the blank space test to implement the test in this research. The test given is still relevant to the previously discussed topic in the classroom. The pre-test result was that the students' lexical mastery had not reached the minimum criterion of success or KKM (70). The following development of the students' pre-test results:

Table 4.1
List of Pre-test Scores

No	Name	Score	Pass/Fail
1.	AHR	40	Fail
2.	AKA	30	Fail
3.	ARS	25	Fail
4.	ACM	65	Fail
5.	ANR	55	Fail
6.	BNA	40	Fail
7.	DWA	40	Fail
8.	DAY	40	Fail
9.	DAN	50	Fail
10.	FR	50	Fail
11.	LAW	50	Fail
12.	LAP	70	Pass
13.	MFA	35	Fail
14.	MD	70	Pass
15.	MUR	75	Pass
16.	MRR	50	Fail
17.	MCT	40	Fail
18.	MKA	55	Fail
19.	NFA	70	Pass
20.	NAK	60	Fail
21.	NAR	55	Fail
22.	ONN	75	Pass
23.	RAP	80	Pass
24.	RA	45	Fail

No	Name	Score	Pass/Fail
25.	SDA	85	Pass
26.	SJ	40	Fail
27.	SCS	30	Fail
28.	VTS	30	Fail
29.	WAI	25	Fail
30.	WDW	35	Fail
31.	YK	40	Fail
32	ZNP	45	Fail
	Total	1595	7

The researcher computed the mean score with the following formula:

$$X = \frac{\sum x}{N}$$

$$X = \frac{1595}{32} = 49,84$$

The researcher applied the formulation below to determine the class percent that exceeds the target score minimum criterion of success (KKM).

$$P = \frac{f}{n} \times 100\%$$

$$P = \frac{7}{32} \times 100\% = 21,8\%$$

Note:
P = The class percentage
F = Total percentage score
N = Number of students

According to the pre-test result, the average score was 49,84, and seven students, or 21,8%, passed the minimum success score (KKM). After analyzing the pre-test result, the researcher indicated, based on the data, that most students had difficulty with pronunciation. This is reinforced by the interviews with the students and the teacher, the lack of vocabulary they know, and the students think that speaking English is problematic. The researcher uses games to solve the problem based on the data. The researcher chooses homophone games in the classroom action research as media to solve the students' lexical difficulties.

2. Cycle I
   a. Planning

From the result of the pre-test that was done before, the student achievement in lexical is still in the low category. After knowing the students' lexical mastery results, the researcher discussed with the teacher how to prepare the lesson plan, the media, and the material. The researcher prepared a lesson plan that focused on implementing homophone games as a teaching medium to help the students improve their lexical mastery.

   b. Acting

The researcher conducted the teaching-learning process by using homophone games as media to improve students' lexical mastery. The researcher acted as a teacher who implemented by teaching students in the seventh grade of SMP Negeri 1 Peterongan. The researcher carried out the activities based on the lesson plan for implementing homophone games to improve students' lexical mastery. The activities in this cycle used two meetings, one meeting for teaching the material and one meeting for teaching material and the post-test to get the result.

In the first meeting, The researcher asked the students about the material about greeting expressions in the previous meeting. The researcher asked the students to practice greeting dialogue with their chairmates in front of the class to help the students improve their pronunciation. The researcher taught the students about homophone words that related to the greeting material. The researcher asked the students to imitate how to pronounce the homophone word several times. The researcher asked the students to make a group consisting of 4 members. The researcher gave the students a simple homophone match-up task to draw a line between the two homophones that make a pair in one minute. This is a great introductory activity as your students can see the different spellings of the word. The three fastest groups with the correct answer is the winner.

In the second meeting, The researcher asked the students about homophone words they had learned in the previous

meeting. The researcher asked the students to imitate how to pronounce the new homophone word. The researcher asked the students to pronounce the homophone word correctly. The researcher shared a word on paper differently to all students. The researcher asked the students to pair the word they got with their classmate's other word. The student who can match the homophone word as fast as possible be the winner. The researcher also distributed the post-test and asked the students to work individually and collect the worksheet.

    c. Observing

In cycle 1, the researcher acted as the teacher and observed the students during the teaching-learning process. The researcher observed students' participation in the class and students' enthusiasm during the learning process in lexical using homophone games.

Table 4.2
Students' Observation Table in Cycle I

No	The point be observed	Category			
		1	2	3	4
1.	The students pay attention to the teacher's explanation.			√	
2.	The students are interested and enthusiastic about studying Homophone games.			√	
3.	Students practice pronouncing the homophone word.		√		
4.	The student's enthusiasm for the task given.		√		
5.	The students ask for feedback after doing the activity related to the topic.			√	
Total		1			

	3

Assessment criteria:
1 = not good (only a few attentions or response)
2 = enough (some of the students gave attention or response)
3 = good (more than half of students gave attention or response)
4 = very good (almost all of the students gave attention and respose)

$$P = \frac{f}{n} \; x \; 100\%$$

$$P = \frac{13}{20} \; x \; 100\% = 65\%$$

According to the observation that used the observation checklist above, the students paid attention to the teacher. Around half of them did the task nicely. Some of them still did not pay attention, and they still talked with each other while the researcher and the teacher were explaining.

The students were interested in practicing pronouncing words when the researcher showed the homophone word and homophone games as media. The students are curious about pronouncing words correctly using homophone games.

d. Reflecting
In this phase, the researcher, as a teacher, gave a post-test at the end of the meeting in this cycle. This post-test was carried out by the researcher and the English teacher reflecting on implementing homophone games in the classroom as media. The post-test is in the form of matching words and multiple choice. The purpose of the post-test was to find out the students' lexical mastery before and after using homophone games. The result of the post-test can be seen below:

Table 4.3
The students' Post-test scores (cycle 1)

No	Name	Score	Pass/Fail
1.	AHR	60	Fail

No	Name	Score	Pass/Fail
2.	AKA	60	Fail
3.	ARS	55	Fail
4.	ACM	80	Pass
5.	ANR	75	Pass
6.	BNA	75	Pass
7.	DWA	75	Pass
8.	DAY	60	Fail
9.	DAN	70	Pass
10.	FR	50	Fail
11.	LAW	50	Fail
12.	LAP	70	Pass
13.	MFA	55	Fail
14.	MD	70	Pass
15.	MUR	75	Pass
16.	MRR	55	Fail
17.	MCT	55	Fail
18.	MKA	60	Fail
19.	NFA	65	Fail
20	NAK	70	Pass
21.	NAR	80	Pass
22.	ONN	85	Pass
23.	RAP	80	Pass
24.	RA	50	Fail
25.	SDA	80	Pass
26.	SJ	55	Fail
27.	SCS	45	Fail
28.	VTS	50	Fail
29.	WAI	45	Fail
30.	WDW	70	Pass
31.	YK	40	Fail
32	ZNP	80	Pass
Total		2,045	15

Based on the data above, the researcher computed the mean score with the following formula:

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

$$X = \frac{2045}{32} = 63,90$$

In this post-test, as many as 15 students achieved KKM, and 17 students did not reach KKM. The researcher applied the formulation below to determine the class percent that exceeds the target score minimum criterion of success (KKM).

$$P = \frac{f}{n} \times 100\%$$

$$P = \frac{15}{32} \times 100\% = 46,8\%$$

Based on the result above, it can be concluded that the average score in cycle 1 was 63. Only 15 out of 32 students passed the minimum score of 70. The percentage of students who passed the minimum score (KKM) was only 46,8%, still under the 70% success criterion.

From the result of post-test cycle one and the observation result, it can be concluded that students' lexical mastery are still low. The students' scores had not achieved the criterion of success yet. The students still had difficulty pronouncing and needed more explanation by using homophone games as an alternative media. It could be concluded that this research needed more cycles to improve students' lexical mastery.

3. Cycle II
   a. Planning

In cycle I, students are not active in class while playing the homophone games. It affects students' scores, so the first cycle can not reach the maximum target score. The researcher and the teacher discussed rearranging and implementing the media to improve the student's lexical mastery. The researcher examined the new lesson plans and the material based on the reflecting phase in the first cycle. To get the maximum result in the second cycle, the researcher and the teacher create a better situation for the learning process to motivate the students to learn lexical using homophone games.

   b. Acting

The second cycle was held on the 14th and 21st of August. The activities in this cycle used two meetings, one meeting for teaching the material and one meeting for teaching material and the post-test to get the result.

In the third meeting, before the learning process, the researcher gave ice breaks to the students to make the learning activity more fun and focused. The researcher asked the students about the material about homophone words that had already been in the previous meeting. The researcher gave the students about new homophone words. The researcher asked the students to imitate how to pronounce the homophone word several times. The researcher asked the students to take a homophone word in a paper that had already been prepared. The researcher asked the students to demonstrate the word. The other students should guess what word that shows. The student who can answer and mention the homophone word is the winner.

In the fourth meeting, The researcher asked the students about homophone words they had learned in the previous meeting. The researcher asked the students to collect the new homophone word. The researcher asked the students to pronounce the homophone word correctly. The researcher asked the students to watch a video on YouTube about homophone words. Based on the video, the researcher asked the students to imitate how to pronounce homophone words. The researcher also asked the students to listen to a homophone word song on YouTube and sing together. The researcher distributed the post-test II and asked the students to work individually and collect the worksheet.

c. Observing

In cycle 2, the researcher still acted as the teacher and observed the students during the teaching-learning process. The researcher observed students' participation in the class and students' enthusiasm during the learning process in lexical by using homophone games.

Table 4.4
Students' Observation Table in Cycle II

	The point	Category

o			2	3	4
.	The students pay attention to the teacher's explanation.				√
.	The students are interested and enthusiastic about studying Homophone games.				√
.	Students practice pronouncing the homophone word.				√
.	The student's enthusiasm for the task given.			√	
.	The students ask for feedback after doing the activity related to the topic.			√	
Total		1 8			

Assessment criteria:
1 = not good (only a few attentions or responses)
2 = enough (some of the students gave attention or responded)
3 = good (more than half of students gave attention or responded)
4 = Very good (almost all students gave attention and responded.

$$P = \frac{f}{n} \ x \ 100\%$$

$$P = \frac{18}{20} \ x \ 100\% = 90\%$$

According to the observation used in the observation checklist above, it was described that the students paid attention to the teacher during the learning process. It can be shown from the observation that the students' enthusiasm in the learning process is better than before. The students were interested when the researcher applied homophone games as a strategy to teach

lexical because the learning process was more fun and made the students happy or bored

d. Reflecting

In this phase, the researcher, as a teacher, gave a post-test at the end of the meeting in this cycle. This post-test was carried out by the researcher and the English teacher, reflecting on implementing homophone games in the classroom as media. The post-test is in the form of matching words and multiple choice. The purpose of the post-test was to find out the students' lexical mastery before and after using homophone games. The result of the post-test can be seen below:

Table 4.5
The students' Post-test scores (cycle 2)

No	Name	Score	Pass/Fail
1.	AHR	85	Pass
2.	AKA	80	Pass
3.	ARS	75	Pass
4.	ACM	80	Pass
5.	ANR	75	Pass
6.	BNA	90	Pass
7.	DWA	85	Pass
8.	DAY	65	Fail
9.	DAN	70	Pass
10.	FR	60	Fail
11.	LAW	80	Pass
12.	LAP	70	Pass
13.	MFA	60	Fail
14.	MD	70	Pass
15.	MUR	85	Pass
16.	MRR	85	Pass
17.	MCT	75	Pass
18.	MKA	65	Fail
19.	NFA	80	Pass
20.	NAK	65	Fail
21.	NAR	80	Pass

No	Name	Score	Pass/Fail
22.	ONN	85	Pass
23.	RAP	80	Pass
24.	RA	75	Pass
25.	SDA	90	Pass
26.	SJ	50	Fail
27.	SCS	85	Pass
28.	VTS	80	Pass
29.	WAI	85	Pass
30.	WDW	75	Pass
31.	YK	70	Pass
32	ZNP	80	Pass
Total		2,435	26

Based on the data above, the researcher computed the mean score with the following formula:

$$X = \frac{\sum x}{N}$$

$$X = \frac{2435}{32} = 76,5$$

In this post-test, as many as 26 students achieved KKM, and six students did not reach KKM. The researcher applied the formulation below to determine the class percent that exceeds the target score minimum criterion of success (KKM).

$$P = \frac{f}{n} \times 100\%$$

$$P = \frac{26}{32} \times 100\% = 81,2\%$$

Based on the result above, it can be concluded that the average score in cycle 2 was 76,5. There were 26 out of 32 students passed the minimum score of 70. The percentage of students who passed the minimum score (KKM) became 81,2%, better than the percentage in cycle one and better than the 70% criterion of success.

CONCLUSION

After implementing the homophone games as media, the researcher indicated that the implementation of homophone games can help to improves students' lexical mastery. In addition,

the result from the pre-test to the first cycle until the second cycle showed that student's lexical achievement improved. In the pre-test, the students' score category was under the score minimum criterion of success (KKM). Only seven students (21,8%) with an average score of 49,84 passed the test, and 25 students still failed test 1; 15 students (46,8%) with an average score of 63,90 who passed the test, and 17 still failed. In the post-test 2. there were 26 students (81,2%) with an average score of 76,5 who had passed the test, and only six students still failed.

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