

# CHAPTER 1

## INTRODUCTION

### 1.1 Background

Pronunciation is the foundation of speaking skills, where the message to be conveyed will be clear if someone uses the language correctly (Trisina Juniarti, 2020). However, the reality is that the quality of students' pronunciation is still far from expectations. This is due to the fact that English is a foreign language in Indonesia, which is evident in the oral language errors.

In studying English, students must master the four basic language skills of the target language, namely speaking, writing, listening, and reading. Speaking and writing are language production, while listening and reading are language comprehension. In addition to these four skills, four language elements must also be considered to develop students' language learning skills, namely structure, vocabulary, spelling, and pronunciation. These elements are closely related to English proficiency. According to Hughes (Ditya Pamungkas, 2019), there are five categories for testing oral proficiency: pronunciation, grammar, vocabulary, fluency, and comprehension. Based on the theories of Brown and Hughes, the researcher concludes that the aspects of speaking can be categorized into five aspects: grammar, pronunciation, vocabulary, fluency, and comprehension.

Kreidler (Ditya Pamungkas, 2019) explained that there are five components of speaking: grammar, vocabulary, comprehension, fluency, and pronunciation. In short, speaking has essential components, with pronunciation being one of them. Pronunciation plays a crucial role in speaking as it relates to word formation, which is vital in oral communication. If a speaker uses words, sentences, or even a single word that the audience does not understand, it can lead to misinterpretation. Therefore, teachers must equip students with a certain level of accuracy and fluency in understanding,

responding, and expressing themselves in that language, with a particular focus on phonemes, especially vowels.

English learners who can be categorized as successful developers of oral skills are those who have good pronunciation. They can produce vowels and consonants like native speakers, making them proficient speakers. As a result, English teachers need appropriate techniques, strategies, and media to teach English, including pronunciation.

Regarding media, there are numerous English teaching media that can be used in the learning process, encouraging students to enjoy and have fun while learning English. One of the media that can be used in teaching is games, which are popular among students. Games can minimize the risk of student boredom, but it's essential to prioritize relevant games.

One such game is the homophone game, which includes a series of mini-games, each focusing on one or more specific homophone pairs. The game is designed to engage players, improve their recognition of homophones, and enhance their interest in learning English (Li, X. et al., 2020).

Therefore, the researcher decided to use the homophone game as a technique in teaching pronunciation. This research was conducted to examine whether the homophone game can improve students' pronunciation (Salamat, 2019).

Based on preliminary research and the researcher's teaching experience, most students at SMKN 3 Bojonegoro face problems with their pronunciation. The researcher is interested in conducting a study to examine the impact of the homophone game on students' pronunciation. This study aims to investigate whether the homophone game can enhance students' pronunciation, and the results can be valuable for English teachers in developing effective techniques and strategies to improve students' pronunciation. By enhancing students' pronunciation, they can become better

speakers, enabling them to communicate more effectively in English. Therefore, the researcher seeks to determine if homophone games have a positive impact on student pronunciation practice and has titled the research "The Effect of Homophone Games on Students' Pronunciation practice."

To support this research, the researcher will gather empirical data through a series of pronunciation tests before and after the implementation of the homophone game in the learning process. This data will be statistically analyzed to determine whether there is a significant difference in students' pronunciation before and after using the homophone game.

The researcher will also collect qualitative data through classroom observations, interviews with students, and assessments by teachers regarding changes in students' pronunciation. This data will provide a more comprehensive picture of the impact of the homophone game on students' pronunciation.

This research has strong relevance in the context of English language learning in Indonesia, where good pronunciation is crucial for effective English communication. The results of this study can provide guidance for English teachers in selecting and implementing effective teaching techniques and strategies, including the use of pronunciation-focused games.

## **1.2 Identification of the Problem**

Based on the background above, there are some problems that identified from the background. Students has low proficiency in pronunciation, there is a lack of teaching media for pronunciation resulting in them having weaknesses in pronunciation.

## **1.3 Limitation of Problem**

The limitation of the problem is pronunciation, and the effect of using homophone games on pronunciation.

#### 1.4 Formulation of the Problem

The researcher formulated the problem as follows:

1. How is the implementation of homophone game?
2. Is homophone game effective to teach the student vocabulary?

#### 1.5 Objective of the Research

Related to the formulation of the problem above, the objective of the research, namely:

1. To know the implementation of homophone game.
2. To know whether homophone games have a significant effect.

#### 1.6 Significance of the Research

It is expected that the result of the research will provide useful contribution for:

##### 1.1.1 1.6.1 Theoretically

The theoretical benefits of this research are to understand English patterns and rules more systematically, improve speaking and writing skills, enhance comprehension of English texts, develop critical thinking skills, and pave the way for future research.

##### 1.1.2 1.6.2 Practically

###### 1.6.2.1 Teacher

First, it is hoped that by understanding the results of this study, teachers will be able to use appropriate interactive activity such as game to teach pronunciation. The right words can be misunderstood. And this study Learn more about using homophones to improve student vocabulary through class activities. Therefore, it is fun and enjoyable for teachers to use this method. Students are also fearless and have fun in class.

### **1.6.2.2 Students**

Second, it can encourage students to learn English attractively by applying homophone game to practice pronunciation. This can encourage many students to learn to speak. Learning to speak is very boring. So, by playing the game of homophones, they will be interested in learning and will not be bored. Students will be good. The course allows you to improve your speaking skills. They can be loudspeakers just like native speakers.

### **1.6.2.3 School**

Third, schools can compare the benefits of technology to other technologies by learning to speak. As a result, schools will consider more options. One way is to use the correct articulation technique. used by schools to improve their results. Thus, the school will receive. Obtain a good reputation with the government or the community.

### **1.5.2.4 Researcher**

Fourth, it allows other searchers to use the search results as a reference. Further research on language development I hope the information is correct. When you are done with your research, you can open your mind to other researchers. so different. The research will be beneficial with regard to language learning. Information available to improve other subjects.

## 1.7 Definition of the Keyword

The scope of the research as follows:

### 1. Homophone Games

Homophone games are language games that involve identifying words that sound the same but have different meanings and spellings. These games usually require players to listen carefully to spoken words and determine which words are homophones (i.e., words that sound the same but have different meanings)

### 2. Pronunciation

Pronunciation is the way in which words are spoken, including the sounds, stress, and intonation patterns used to convey meaning. Good pronunciation is important for effective communication in English

### 3. English Students

English students often engage in homophone games as a fun and engaging way to improve their listening skills and vocabulary knowledge. These games can be especially helpful for non-native speakers who are still developing their English language skills.

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