IMPROVING STUDENTS’ SPEAKING SKILL THROUGH THE HOMOPHONE GAME OF STUDENT GRADE VII B6 AT SMP N 4 SINGARAJA IN THE ACADEMIC YEAR 2016/2017

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ABSTRACT
This study was an action based research which aimed at improving the grade VII B6 students’ speaking skill at SMP N 4 Singaraja in academic year 2016/2017 by using homophone game strategy in descriptive material. The data in this research were collected by using test, questionnaire and researcher’s diary. The data were analyzed quantitatively and qualitatively. The implementation of the homophone game strategy to improve VII B6 grade students speaking skill followed steps of the research namely: plan, action, observation and reflection. The result of students pre-test mean score was 27.03 and was categorized as insufficient in pre-test. All of students could not reach the KKM in the pre-test. In the first cycle, the mean score improved to 64.14 and was categorized as sufficient in post-test 1. There were 4 of 38 students could reach KKM in the post-test 1. And finally improving to 83.61 and was categorized as very good. All of the students could reach the KKM in the post-test 2. Improvement of students speaking skill were also supported by the qualitative data that was questionnaire and researcher’s diary.

Key Word: Homophone Game Strategy, Speaking Skill, Descriptive Text.
Introduction

Junior High School is level with basic education in formal education in Indonesia after primary school or equivalent. Junior high school is taken within three years, ranging from grade seven to grade nine. Based on learning like in the Elementary School, education in Junior High School using language to communicate in the learning process. In using the language, students are able to understand more about the lessons that they get in schools.

When we learn about language, there are four points that we need to complete for communication. We usually learn to listen first, then to speak, then to read, and finally to write, these are called the four "language skills". Those language skills is a unity that can not be separated from one another, but can only be differed in teaching English language in school that aims at improving students language skills to be good and right. In learning, those skills we usually called listening, speaking, reading, and writing. But the fact is, the quality of students to learn English language are still very far from expectations. The reason is English language is foreign language in Indonesia. It can be seen from the mistakes in the English language both orally and in writing. Based on curriculum
in Junior High School that is Kurikulum 2013 or competency-based curriculum, student-centered learning took much focus in teaching and learning process. The student was expected to participate actively during teaching and learning process, where the teacher acts only as facilitator and the source of study, then the students must be able to develop their knowledge, behavior and skill.

English, especially in speaking activities. The researcher also found that the students were still not familiar to the English sounds and pronunciation. It can be seen when the students repeated the teacher or answered the teachers’ questions. The researcher also found the problem in the teacher’s way of teaching. The teacher only used whiteboard for teaching English and the activities were less varied that made the students bored in the classroom. Related to this case, based on an informal discussion, the teacher believed that such classroom did not satisfy the requirements of a successful teaching and learning process. The teacher then found a reference which was related to a successful teaching and learning process. She agreed that most students seemed to be less motivated in the class. The teacher also confirmed that there were some students, which were very difficult to speak to and always refuse to join the activities. She had some difficulties in persuading all of the students to speak. Based on the discussion with two collaborators of research, the effort to improve students’ speaking skill as well as the teachers’ ability needs to be enhanced to motivate the
students. There are many kinds of strategies in teaching speaking. One of them is by using Homophone game. Games are also motivating. Games introduce an element of competition into language-building activities. This provides valuable impetus to a purposeful use of language. Homophone Game are fun, authentic materials, and also good for teaching pronunciation.

Based on the results of a pre-observation in SMP N 4 Singaraja, researchers focused on VII B6 class. In this class has found several problems in teaching speaking skills. These problems have an impact on students’ achievement in speaking class. Based on data obtained from the assessment of teachers there are many students who have not reached KKM (Kriteria Ketuntasan Minimal) in the English subject, especially in speaking skills. Through interviews with teachers of English subject, researcher found that the root of these problem is at facilities and infrastructure at school. Facilities and infrastructure in the school and in the classroom can also support the existence of smoothness during the learning process. If in a class there is infrastructure, the teaching and learning activities students will not be disturbed. But the reality on the ground is found that in the classroom is still not complete infrastructure to support the learning process, consequently causing substandard teaching-learning process just be traditional. Teachers who play a direct role to be native speakers and interact with students. In the fact assessment on listening skills are still not effective because the teachers just assessed speaking skills based on the results of these interactions. Teachers do not make an assessment
based on rubric of listening skills. From the results of the interview, the teacher also said that the number of students including is a big class that are 38 students. The impact on the students' attention less than optimal, at the point, that learning takes place when students tend, they not pay attention to the material presented by the teacher and they even chat. The next big class problems is ideal classroom setting. Conditions and situations conducive classroom can help students in the learning process. If in the classroom there is a situation which made it uncomfortable to learners, the teaching and learning activities in the classroom will also be affected and will not run smoothly.

In this study, the researcher will use Homophone game technique to solve the students’ problems in speaking pronunciation. Homophone Games are a natural follow on from the homophone dictation and can be used to help the students to practice and remember homophones (Editor, 2000). A homophone is a word that is pronounced the same as another word but differs in meaning. The words may be spelled the same, such as rose (flower) and rose (past tense of “rise”). So that they are pronounced the same but have different meanings. There are many interesting media that can be applied to serve the pronunciation in the class; one of them is Homophone Games. With the reason that games offer students a fun-filled and relaxing learning. After learning and practicing new vocabulary, students have the opportunity to use language in a non-stressful way (Uberman, 1998:2). Games also motivate students to introduce an element of competition into language-building.
activities. This provides valuable impetus to a purposeful use of language (Prasad, 2003). In other words, these activities create a meaningful context for language use. Most students who have experienced game-oriented activities hold positive attitudes towards them (Uberman, 1998:2). In syllabus that used in SMP 4 Singaraja especially in class VII B6, the standard competency of speaking that should be achieved by the students is practicing dialogue in front of the class. In this research, the researcher interested to improve the students’ pronunciation through homophone game can be done.

Research Method

Junior High School is level with basic education in formal education in Indonesia after primary school or equivalent. Junior high school is taken within three years, ranging from grade seven to grade nine. Based on learning like in the Elementary School, education in Junior High School using language to communicate in the learning process. In using the language, students are able to understand more about the lessons that they get in schools. When we learn about language, there are four points that we need to complete for communication. We usually learn to listen first, then to speak, then to read, and finally to write, these are called the four "language skills". Those language skills is a unity that can not be separated from one another, but can only be differed in teaching English language in school that aims at improving students language skills to be good and right. In learning, those skills we usually called listening, speaking, reading, and writing. But
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**Discussion**

Based on the data analysis and the result of the action based research, researcher could make conclusion that the implementation of homophone game strategy to students of grade VII B6 at SMP N 4 Singaraja successfully improved students speaking skill. It could be seen from the descriptive quantitative data gathered by researcher during the study. Students of grade VII B6 at SMP N 4 Singaraja could understand the material by using homophone game strategy.

From the quantitative data, it could be seen from the improvement of the students of grade VII B6 at SMP N 4 Singaraja mean score from 27.03 and was categorized as insufficient in pre-test. There were all of students could not reach the KKM in the pre-test. Continued
improve 64.14 and was categorized as sufficient in post-test 1. There were 4 of 33 students could reach KKM in the post-test 1. And finally improving to 83.25 and was categorized as very good. There were all of the students could reach the KKM in the post-test 2. Improvement of students listening skill were also supported by the qualitative data that was questionnaire and researcher’s diary. From the questionnaire, it was found that students of grade VII B6 at SMP N 4 Singaraja had positive attitude toward the using of homophone game. Most of the students answered positively when they answered the questionnaire. Most of them like to learning using homophone game strategy. From the researcher’s diary, it was found that students of grade VII B6 at SMP N 4 Singaraja had better motivation and participation continuously as session to session were carried out. Students were enthusiastic and interested in following the learning process. All of its proved that the using of homophone game strategy could improve speaking skill of the students VII B6 at SMP N 4 Singaraja in academic year 2016/2017.
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