

## Using a Teaching Media of Homophone Stories to Improve Students' Vocabulary Mastery: A Case of Seventh Grade Students at SMP N 1 Kranggan

Nur Hidayati

Universitas PGRI Semarang  
[hidreacher@gmail.com](mailto:hidreacher@gmail.com)

### Abstract

The objectives of the study are (1) To find out the students' vocabulary mastery before being taught by using homophone stories, (2) To find out the students' vocabulary mastery after being taught by using homophone stories, (3) To find out the significant difference the vocabulary mastery of the seventh grade students of SMP N 1 Kranggan before and after being taught using homophone stories. The population of the study was the seventh grade students of SMP N 1 Kranggan. The writer took class 7D as a sample of the study. The class consists of 31 students. The writer used experimental quantitative research in the study. Test as the instrument was used to collect the data. The objective of conducting try out test was to measure the validity, reliability, discrimination power, and level difficulty of the test. The data was computed and it was find out that 30 items were valid. Then, the valid items were used for the pre-test and post-test of vocabulary mastery item tests. The result of the mean score of students before being taught by using homophone stories was 56.34 and the mean score of students after being taught by using homophone stories was 77.5. The result showed that the mean score of post-test was higher than pre-test. Then, the writer calculated t-test to know whether or not there was significant difference students' achievement between them who were taught before using homophone stories and students who were taught after using homophone stories. The result showed that t-test was higher than t-table. It was  $9.19 > 1.697$ . It means that there is significant difference between the students' vocabulary mastery after being taught by using homophone stories and before being taught by using homophone stories. From the data above, it can be concluded that the students' vocabulary mastery after being taught by using homophone stories was higher than the students' vocabulary mastery before being taught by using homophone stories. The data prove that it is effective to use homophone stories as a media teaching in improving students' vocabulary mastery.

*Keywords:* media, vocabulary, homophone stories

### INTRODUCTION

Nowadays, English is not the newest language in education. Almost all of schools in every grade insert English lesson in the class since English is a compulsory subject in junior high school. One of the purposes is to prepare the skillful young generation. One

of the characteristics of skillful young generation is that every student has a good skill especially in communication using English. English is a very important language in the world, that's why it becomes international language.

There are four skills in learning English namely listening, speaking, reading, and writing, which have relationship one other. Speaking is the most important skill that students have to master, because it will be useful for communication. Students can exchange any information from the other countries by communication. The writer is sure that if teachers teach vocabulary to young student very early, they have more time to practice and learn English correctly.

Students are demanded to be creative and confident. They must compete with other students from other country. We can imagine that foreign students are better to communicate by using English, because they have already practiced it every day. They can master it well. It is very important to the teacher especially to prepare their students so that they are ready to face globalization.

Preparing competitive students for facing globalization, the teacher should introduce vocabulary first to them. Because it is a foundation before they step to the next part, speaking. It is the way to know the name of the things/ to call the things using English, after that they can spell and say them in the right pronunciation. Sometimes, students have difficulties to interpret the meaning and are confused to use or choose or pronounce the word when they want to say with English. When students read the text, most of them are confused to

understand the text, because they just have limited vocabularies.

To make it easier, the writer chooses homophone stories as a media to improve students' vocabulary. Amanda Rondeau (2002) states "homophones are words that sound alike are spelled differently and have different meanings". They must know many kinds of vocabulary, so that they do not have any difficulties and they are not confused say in English. Besides that, they really know what it means from each word. For example: the words bridal and bridle. The word bridal(adjective) means a bride or wedding, and the word bridle (noun) means part of a horse's harness that goes on its head. They have same pronunciation /'braidl/.

Based on the statement of the problem above, the objectives of the study can be stated as follows: (1) to find out the students' vocabulary mastery before being taught by using homophones stories, (2) to find out the students' vocabulary mastery after being taught by using homophones stories, (3) to find out the significant differences the vocabulary mastery of the seventh grade students of SMP N 1 Kranggan before and after being taught using homophones stories.

## **REVIEW OF RELATED THEORIES**

### **Definition of Vocabulary**

Vocabulary is a major part of almost every standardized test, including reading achievement test, college entrance exams, and armed forces and vocational placement test, test developers know that vocabulary is a key measure of both one's learning and one's ability to learn. It is for this reason that they include a separate vocabulary section as well as reading comprehension section. The more words you know, then, the better you are likely to do on such important test.

In fact, students are faster in learning vocabulary than grammar. That is why, the writer chooses this topic. Because vocabulary can easily persuade to guide in a direct objects. They know it, they know how to call the things using English, they know the meaning of the words, and also they practice it directly by spelling the word. It is different with grammar that has main set that students must understand the right structure to construct a sentence before they really understand the meaning of the words. First, they are confused doing that. So, the first thing to make students are not confused is make sure that they really understand the meaning by know many vocabularies.

### **Types of Vocabulary**

According to Judy K. Montgomery (2007), there are 4 types of vocabulary:

a. Listening vocabulary

Students will use the words when they hear or listen speech by

audio. They must pay much attention to get the point from the speech.

b. Speaking vocabulary

These words are used to deliver the speech. Of course, students must pronounce the word well because very little missing the word in conversation, it can be trouble because it will make different meaning.

c. Reading vocabulary

Carole Mohr (2002: 1) states students can recognize the word when they read. Students can read and understand many words in a text. From reading they can grow their vocabulary, because they may find some new words. Or they can guess the word, then they will look for the meaning in a dictionary.

d. Writing vocabulary

From writing, the students may employ their words and may find the mistake from their writing. They can express what they think about if they worry to say it in English. They can correct the spelling patterns of the words.

The writer applies to all of those statements above in this research. In listening activity, the students listen to 2 homophone words in every number of Cambridge online dictionary. In speaking activity, after they listen from the speaker they repeat them together. In reading

activity, they read those homophone words in the sentence. In writing activity, they apply those homophone words in the sentence.

### **Media**

A medium (plural, media) is a means of communication and source of information. The examples of media include video, television, diagrams, printed materials, computer programs, and instructors. Here, the writer uses pictures to do the research. For 7 grade students in junior high school, picture is one commonly media that interested them in learning.

### **General Concept of Homophones Stories**

Amanda Rondeau (2002) states “homophones are words that sound alike are spelled differently and have different meanings”. Besides homophone, there are two other types: 1) homographs is words that are spelled the same but sound different and have different meaning, 2) homonyms is words that are spelled and sound the same but have different meanings.

### **RESEARCH METHOD**

The writer used experimental research design. Population of this research is the seventh grade students of SMP N 1 Kranggan in academic year 2014/2015. The writer chosen class D as a sample in this research. It consist of 31 students. A test as

an instrument in this study. It is used to collect the data. The way to collecting the data through pre-test and post-test score of the students. Based on the data analysis, the mean score of the pre-test was 56.34 and the mean score of post-test was 77.5. The result of t-test was 9.19 and the t-table value was 1.697. Then the data shows that the result of t-test was higher than the t-table. It means that there was significant difference of the seventh grade students of SMP N 1 Kranggan before and after being taught using homophones stories.

### **FINDINGS AND DISCUSSION**

The writer tried the test out before doing the research. The result of the try out showed that the test that consists of 30 numbers was valid and reliable. The data showed that 19 numbers of test were medium, 5 numbers of test were difficult, and 6 numbers of test were easy in the level of difficulty. In the discriminating power, the data showed that 22 numbers of test were satisfactory and 8 numbers of test were good.

In the first meeting, the writer gave pre-test first to the students. After they did the test, the writer gave the first treatment to them. The writer prepared the materials on power point, used audio speaker, and used Cambridge online dictionary. The purpose was to make the students heard clearly the homophone words. The writer introduced

what Homophone Stories is to the students by using power point. They were enthusiastic to listening about it. Many students were interested in the stories and asked more question to the writer about Homophone Stories. They have never heard before. The writer gave explanations to them until they were satisfied to know Homophone Stories. After that, the writer asked the students to read the sentence on the slide. In each slide, there were two different sentences using homophone stories. For example: the 1<sup>st</sup> slide contains 2 sentences: (a) Martha removes nails from a *board*, (b) Amalia is *bored*. She wants to play.

The students got difficulties to pronounce those italic words. To solve the problem, the writer searched those italic words in the Cambridge online dictionary and asked the students to hear and repeated together the sound of them. The sound is same, /bɔ:rd/. Then, the writer asked the students to guess the meaning of them. By looking the pictures, the students could answer them correctly. There were 16 slides that had been read by students. The students also listened the sounds of them and guessed the meaning of those homophone words.

In the second meeting, the writer continued the treatment. The second treatment, the writer continued the first treatment and did the next step.

After it finished, the writer gave the next treatment to students. The writer patched many pictures in the white board, the writer also provided many words of the picture. The writer wanted the students to guess the picture on the white board, after that, they were asked to search the correct word and matched it up to the pictures. The writer asked the students to make a group. There were 8 groups, seventh group contains 4 students and one group consists of 3 students. Each of group must come forward to the class to guess the picture and choose the correct words. In the white board were 8 numbers of questions. Each of questions consists of 2 pictures. The students were enthusiastic to do that. Not all of the groups could finish well the work, there were students who were still confused. For example: The second groups matched the words *tied* and *tide*. The writer together with other students helped them to guess the picture. So, they could solve it well.

After the writer finished the treatment, the writer gave post-test to the students. The writer gave 45 minutes for the students to do the pos-test.

## CONCLUSION

1. The problem in applying a teaching media “Homophone Stories”

The problem that the writer faced is the students were confused because they never heard about

homophone stories. They did not know that there are many words in English which have same pronunciation. They have difficulties to match homophone words up in the correct sentence. To solve the problem, the writer gives pictures to help them guess the meaning. Beside that, they also listened the sound of those homophone words to make it clearly.

2. Students' achievement in improving their vocabulary mastery before they are taught by using Homophone Stories

Based on the analysis of 31 samples in this research, the mean score of pre-test was 1746.6 with average of students' score which was 56.34. It can be categorized as Falling achievement with grade E. There were 16 students getting grade D with percentage 51.6%, and 15 students got grade E with percentage 48.4%.

3. Students' achievement in improving their vocabulary mastery after they are taught by using Homophone Stories

Based on the analysis of 31 samples in this research, the mean score of post-test was 2403.3 with average of students' score of students was 77.5 that can be categorized as Adequate achievement. There were 5 students got A with percentage 16.1%, 11 students got B with percentage 35.5%, and 15 students got C with percentage 48.4%.

4. There is significant difference of the students' achievement before and after they are taught by using "Homophone Stories" of the seventh grade students class D of SMP N 1 Kranggan in the academic year 2013/ 2014.

## REFERENCES

- Agoestyowati, Redjeki. *102 English Games (from A to Z)*. Jakarta: PT. GramediaPustakaUtama.
- Arikunto, Suharsimi.(2009). *Prosedur Penelitian Suatu Pendekatan Praktek (Edisi Revisi)*. Jakarta: Rineka Cipta.
- Brown, H. Douglas. 2004. *Language Assessment Principles and Classroom Practices*. United State of America: Pearson Education, Inc.
- \_\_\_\_\_. (2000) *Principles of Language Learning and Teaching*. Longman, San Franscisco State University.
- \_\_\_\_\_. (2000) *Teaching by Principles*. Longman, San Francisco State University.
- Burgess, Amanda.e31112homophoneexercises x55.Online at [www.en.bookfi.org/s/?q=homophon e7t=o](http://www.en.bookfi.org/s/?q=homophon e7t=o). [accessed 13/12/2014]
- Creswell, J. W. (2008). *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Columbus: Pearson
- Davies, Paul and Eric Pearse. (2000). *Success in English Teaching*.United Kingdom: Oxford University Press.

- Finocchiaro, M. and M, Bonomo. (1973). *The Foreign Language Learner: a Guide For Teacher*. New York: Regent Publishing Company, Inc.
- Hatch, Evelyn and Cheryl Brown. (1995). *Vocabulary, Semantics, and Language Education*. Cambridge: Cambridge University Press.
- Harmer, Jeremy. (1983). *The practice of English Language Teaching*. New York: Longman Inc.
- Heinich, Robert et al. (2002). *Instructional Media and Technologies for Learning*. New Jersey: Pearson education.
- Kothari, C. R. (2004). *Research and Methodology*. New Age International (P) Ltd.: India.
- Mohr, Carole. (2002). *Improving Vocabulary Skills 3<sup>rd</sup> edition*. U.S.A: Townsend press, Inc.
- Montgomery, Judy K. (2007). *The Bridge of Vocabulary*. NCS Pearson Inc.
- Olsen, Amy E. (2005). *Academic Vocabulary*. United States: Pearson Education, Inc.
- Rondeau, Amanda. (2002). *Bella Blew Blue Bubbles*. United States: SandCastle™.
- Thornbury, Scot. (2002). *How to Teach Vocabulary*. Cambridge: Longman.
- Urdu, C. T. (2005). *Statistics in Plain English*. New Jersey: LEA.
- Wilkinson & Birmingham. (2003). *Using Research Instruments*. New York: Roudledge Farmer.