

## LISTENING ABILITY IN ENGLISH HOMOPHONE AT ENGLISH STUDY PROGRAM MUHAMMADIYAH UNIVERSITY OF BENGKULU

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### ABSTRACT

*This research was aimed to describe the students' ability in listening English homophone at the fourth semester students of English Study Program of Muhammadiyah University of Bengkulu. The objective of this research is to know listening ability in English homophones by the fourth semester students of English Study Program of Muhammadiyah University of Bengkulu. The design of this research was descriptive quantitative method. The population of this research were fourth semester students. In collecting the data, the researcher did some steps; firstly the researcher distributed questions to students about test homophone. Secondly, the students listen the audio to answer questions. In analyzing the data, the researcher analyzed the data by checking English homophone in the students' test. Then, the researcher used the formula according to Herzberg and classification according to Arikunto in calculating the percentages of students' ability in each listening test. The last, the researcher discussed and concluded the data. The result of this research indicated that the students' ability is good. It can be seen after calculation by using the formula where the classification of test I is "Medium" with average 60% and the classification of test II is "High" with average 70%. So, it can be concluded that listening ability of the students in English Homophone was 'good' ability.*

**KEY WORDS:** *Listening Ability, English Homophone*

### INTRODUCTION

Listening is one of the skills that must be mastered by students, especially in English Department students, either directly or through media such as music or movies. Listening is an important material in English because learners should be able to find out what people are saying to us. To be able to master the listening learners must truly understand the words they listen. Listening is very important in life because it makes people interact with each other. Students can exchange information, and even to strengthen the relationship. Some words have a unique characteristic in meaning, some of them have a meaning with a form of word, while some of them have many forms of words represented one meaning. Richards (2010, p.264) also states "Homophones are words which are sound alike but are written differently and often have different meanings". There are some students still confused about listening English homophone, because the students listen the word with same pronunciation, and students are often mistaken when the students write or choose those words English homophone in listening form. With knowing pronunciation and meaning of these words in sentences, incorrect choosing can be avoided. Because of that, the researchers interested

to do the researcher entitle how is listening ability in English homophones by the fourth semester students of English Study Program of Muhammadiyah University of Bengkulu.

## LITERATURE REVIEW

Language is a tool to communicate to each other. That's language is English. English is learned as a foreign language because it is only learned in formal school, not used in daily conversation. "English is learned in Indonesia by talking about the grammatical rules of English and errors are always corrected" (Setiyadi, 2020, p. 17). Accuracy is the most important in learning English as a foreign language.

Listening is the process of receiving messages or speech through sound, which involves listening's sense. According to Tarigan (2008), the listening process is listening to verbal symbols with full attention, understanding, appreciation, and interpretation to obtain information, capture content or messages, and understand the meaning of communication conveyed by speakers through speech or orally. The purpose of listening for English learners is to find out the message in the audio of listening. According to Richards (2008), listening in second language learning is understanding what is being spoken. If listeners can catch and understand the main ideas and information the speaker conveys, they can begin to use the second language more fluently.

In arbitrariness, an object can have more than one symbol. Those symbols will have a similar relation. It is what we called a sense relation. Sense relation can be defined as the semantic relationships among words. For example, the word „answer“ and „reply“ has a sense relation that we know as synonymy; the word „big“ and „small“ has a sense relation that we know as antonym. There are some sense relations in semantics besides synonymy and antonym, for instance, polysemy, hyponymy hypernymy, metonymy, collocation, ambiguity, homonymy, homograph, homophone, etc. In this research, the topic will be limited in homophone.

Homophone can be said to sound ambiguity. Sound ambiguity means that a sound which has two meanings. Homophone derives from Greek words „homo“ which means similar, and „phone“ means „sound“. So, homophone can be defined as two words that have a similar sound or phonetic transcription (Yule, 2015). Homophones are words that have a similar sound, but they have different meanings and different spellings. Homophones are particularly essential to be studied because so many people use spell check programs on word processors. While spell check programs can catch many errors, these programs cannot notice a word misspelled if a homophone was used (Edward Fry and Margaret Langer, 1997). For example, the sound /mi:t/ can be realized as „meet“ or „meat“. The word „meet“ means to visit someone (berjumpa), and the word „meat“ means flesh (daging). In short, a homophone is two words that have a similar sound or phonetic transcription but has different spelling and meaning.

## RESEARCH METHOD

In this research, the researcher used descriptive quantitative method. According to Aliaga and

Gunderson (2002) in Boutellier (2013:3) "descriptive quantitative research is explaining phenomena by collecting quantitative (numerical) data that are analyzed using mathematically based methods such as statistics." The population was the fourth semester students of English Departement Muhammadiyah University of Bengkulu. They are 36 students. In this research, the researcher took 100% from the population. The total of sample was 36 students. The data is collected by distributing questions to students about test homophone. Then, students listened the audio to answer questions. The researcher analyzed the data by checking English homophone in the students' test

## RESULTS AND DISCUSSION

### Finding

The table below, showed the results of the students' ability in listening English homophone in test I and test II. Here is the student's ability in test I.

**Table 4.1 Students' Ability in Listening English Homophone Test I.**

No	Participants	Students' correct answer	Score
1.	Student 1	21	<b>84</b>
2.	Student 2	15	60
3.	Student 3	20	80
4.	Student 4	18	72
5.	Student 5	18	72
6.	Student 6	17	68
7.	Student 7	16	64
8.	Student 8	15	60
9.	Student 9	20	80
10.	Student 10	15	60
11.	Student 11	16	64
12.	Student 12	16	64
13.	Student 13	20	80
14.	Student 14	19	76
15.	Student 15	18	72
16.	Student 16	18	72
17.	Student 17	8	32
18.	Student 18	2	<b>20</b>
19.	Student 19	17	68
20.	Student 20	16	64
21.	Student 21	17	68
22.	Student 22	13	52
23.	Student 23	19	76
24.	Student 24	11	44
25.	Student 25	11	44
26.	Student 26	6	24
27.	Student 27	17	68
28.	Student 28	18	72
29.	Student 29	18	72
30.	Student 30	18	72

31.	Student 31	12	48
32.	Student 32	17	68
33.	Student 33	14	56
34.	Student 34	16	64
35.	Student 35	8	32
<b>Total</b>		<b>540</b>	<b>2172</b>
<b>Average (%)</b>		<b>60 %</b>	
<b>Classification</b>		<b>Medium</b>	

$$P = \frac{\text{Number of students' correct answer}}{\text{Total number of students' answer}} \times 100$$

$$P = \frac{540}{25 \times 36} \times 100$$

$$P = \frac{540}{900} \times 100$$

$$P = 60 \%$$

The table showed that there was no one student got the perfect score, where the best score got by the student in this test was 84 with the number of correct answers was 21 and the lowest score got by the students was 20 with the number of correct answers was 2. There were 1 students (students of number 1 got 84 score and only one student (student of number 18) got 20 score. Totally, the total correct answers got by the students were 540 and the totals of students answer were 2172. In getting the data about the students' ability in test I, data would be counted based on the percentages of right answer got by the students. Based on the counted by used the formula, researcher got that the percentage of right answer is 60%, and the students' ability classification is "Medium".

After showed the students' ability in English homophone test I, next was students' ability in English homophone test II.

#### Students' Ability in Listening English Homophone Test II.

No	Participants	Students' correct answer	Score
1.	Student 1	19	76
2.	Student 2	18	72
3.	Student 3	21	<b>84</b>
4.	Student 4	16	64
5.	Student 5	20	80
6.	Student 6	20	80
7.	Student 7	19	76
8.	Student 8	18	72
9.	Student 9	19	76
10.	Student 10	19	76
11.	Student 11	20	80
12.	Student 12	20	80
13.	Student 13	20	80
14.	Student 14	17	68
15.	Student 15	16	64
16.	Student 16	16	64

17.	Student 17	21	<b>84</b>
18.	Student 18	14	56
19.	Student 19	15	60
20.	Student 20	17	64
21.	Student 21	15	60
22.	Student 22	14	56
23.	Student 23	17	68
24.	Student 24	18	72
25.	Student 25	21	<b>84</b>
26.	Student 26	19	76
27.	Student 27	21	<b>84</b>
28.	Student 28	19	76
29.	Student 29	19	76
30.	Student 30	15	60
31.	Student 31	11	<b>44</b>
32.	Student 32	13	52
33.	Student 33	18	72
34.	Student 34	17	68
35.	Student 35	16	64
36.	Student 36	15	60
<b>Total</b>		<b>633</b>	<b>2528</b>
<b>Average (%)</b>		<b>70%</b>	
<b>Classification</b>		<b>High</b>	

P =

$$\frac{633}{2528} \times 100$$

$$P = 70.33\% = 70\%$$

The table showed that there was no one students got the perfect score, where the best score got by the student in test II was 84 with the number of correct answers was 21 and the lowest score got by the students was 44 with the number of correct answers was 11. There were 4 students (students of number 03, 17,25,31) got the score 84 and only one student (students of number 31) got the 44 score. Overall, the total correct answer got by the students were 973 and the total of students answer were 1400. In getting the data about the students' ability in test II, data would be counted based on the percentages of right answer got by all students. Based on the counted by used the formula, researcher got that the percentage of right answer is 70%, and the ability classification is "High".

## Discussion

Overall, it could be seen that the percentage of students ability in listening English homophone in all the tests were good. It could be seen clearly that the students had the best ability in test II with the percentage of right answer is 70%, and the test I with the percentage of right answer is 60%.

In these tests the students had to chose the correct answer based on the sounds of homophone. In

test I, there were 46 students who chose the highest correct answer at item number 24 is the word "*Pain*" (noun), it was caused the students listen to speakers pronunciation clearly and fluently because the speaker pronounced the word "*Pain*" /peɪn/" was not too fast, and then the speaker pronounced vowel /ei/ clearly so the students can listen vowel /ei/ easily and it was easy for students to chose the correct answer. There were 33 students who chose the highest wrong answer at item number 22 was the word "*None*" /nʌn/ (noun), Actually vowel /ʌ/ was easy to pronounced and listen, students could listen /nʌn/ clearly but the students confused in choosing the answer because of their knowledge about meaning of homophone word were little bit lower, it was caused students have little vocabulary size.

In test II, there were 49 students who chose the highest correct answer at item number 15 is the word "*See*" /si:/ (verb), it was caused the students knew and familiar about the words and then the students knew that the word was a verb because this sentence requires verb to be a good sentence, beside that the students understood the meaning of homophone word and sentences in the questions, so that it was easy for the students to chose the right answer in the test. There were 28 students who chose the highest wrong answer at item number 19 is the word "*Wore*" /wɔ:(r)/ (verb). A half of students had mistake in chose the words homophones which were appropriate with the sentences, it was caused when the students listen the audio, students chose the answer based on how the word were pronounced by the speaker, where the students preferred chose the words based on spelling of words were closer with speaker pronunciation. It was influenced by the Bahasa Indonesia characteristic, where in Bahasa Indonesia, the written form in the text was same with how the way pronounce the text. Meanwhile, in English was really different, the written form was different with how the way pronounce the text.

## CONCLUSION

Based on the data, researcher found that the students had good ability in all the tests, it was proved by the students' ability in these tests were in "Medium" with average percentage was 60% and "High" classification with average percentage was 70%.

Overall, the students had strength and weaknesses in choose the answer. The students' strength was the students knew and understood homophone words and sentences in the questions and also there were familiar words which the students known. It was proved based on the tests, students could answer the question well, and got the "High" and "Medium" ability classification. Meanwhile, of course the students also had some weaknesses, where the students made the mistakes in answer, whereby when listening the students chose the answer based on the homophones which the pronunciation closer with the spelling and also based on the unfamiliar words for the students. And in other hand, students also was difficult to listen when the speaker speak too fast.

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