



STUDENT SPEAKING ACTIONS IN UNDERSTANDING THE MEANING OF ENGLISH COMMUNICATION HOMOPONS IN THE LECTURE ROOM

TINDAK TUTUR MAHASISWA DALAM MEMAHAMI MAKNA HOMOPON KOMUNIKASI BERBAHASA INGGRIIS DI RUANG PERKULIAHAN

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Abstract: The meaning of homophones is a part of the vocabulary that is difficult to understand because the sound when the pronunciation is the same but the meaning is different. For example, the words to, two and too spoken by English users will sound the same. This causes missinterpretation in giving meaning. Along with that, basically advances in communication technology have made it easier for students to learn English related to the meaning of the homophone. Students can also learn this through various applications such as Facebook, Snack Video, Tik Tok as a teaching resource in exploring the meaning of homophones in English. In addition, students can also communicate in English with various countries based on this communication technology. The problem is that although advances in communication technology have provided space and opportunities for students to master English related to the meaning of homophones, there are still many students who do not understand the use of the meaning of homophones in English. The purpose of this study was to determine the extent to which students understand the meaning of the use of homophone words such as to, two and too to students in the lecture room. This research consists of three study rules. First, the rule of study uses the rules of a questionnaire to 500 students from various universities. Apart from that, the reviewer also used the rules of in-depth interview (In-Depth Interview) to 5 informants. The analysis of the study uses quantitative and qualitative rules where the reviewer will emphasize student speech and explanations supported by information from study informants. The objective of research about ability of the student university level how to read and heard

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the homophone word by the lecturer. From the analysis of the data, it can be concluded that the students easily understanding read the homophone and difficult the homophone, like to, two and too. The rule family institution teaching homophone English language to their children can improve about English language ability especially understanding homophone, like to, two and too. Besides that, communication technology can help the student learning English language about homophone.

Keywords: Communication, homophone and speaking act and student

INTRODUCTION

Communication Technology movement have been giving a chance to all the user of internet facility. There are so many kind of communication technology using by all the people in the world. Giddens (1991) states that the modernization and globalization give the positive and negative effect to the user of communication based on internet facility. The negative effect of modernization and globalization on communication technology related with hedonism culture. The society, especially for the teenager more interesting to game playing online, gambler online. Maybe can be related the prostitution case. All about related with the negative effect of technology of communication. According to Koentjaraningrat (2003) said the the culture on the certain place can be change by the communication technology step by step and year by year.

The positive effect of communication technology is related with the quality of understanding on English language especially about linguistic science. One of the branch linguistic science is homophone. The statement of Idrus (2009) states the each language consist homophone items. Chear (2003) give the definition of homophone is language with the same of sound, but having a difference of meaning. To understanding about homophone, the user must carefully do studying about the meaning of sentence.

Based on the quotation of Chear above explain that each language in the world, English language, Minang language, Indonesia language having a homophone case. By this case, this study try to analyze about homophone in English language, especially on to, two and too. Etikasari (2012) explain that homophone in English language is difficult to understand by the student, like student on Junior High School (SMP) and Senior High School (SMA), including student in the level university. Event though they come from the university level, they still having problem how to understanding about homophone in English language.

By research on Sri Handayani (2016) find that there are so many student get easily in understanding about homophone like to, two and too when the reading the paper. At the same time, they got trouble

understanding the difference of homophone like to, two and too from speaking by teacher in the classroom. Based on this experience can tell about the difficult to analyze speaking about homophone. Actually, communication technology can help the student how to understanding about homophone like to, two and too. But at the same time, the student more interesting user internet facility for enjoyable and get happiness that study English language seriously.

Facebook, Tik Tok, Snack Video, WhatUpps and many other can be media of study in English language. By using Facebook can bring us to know the people in the world. Somebody can be communicated and interaction with the each other. The student can speak many topic by using English language through media communication technology like Facebook. Besides that, the student can use Tik Tok items can be source of study. Based on Masril (2018) states that the communication technology can help the student how to learn many thing all about English language by using Facebook, Tik Tok, Snack Video and many other.

Sri Handayani (2016) explain the priority of English language ability on the future time. There are so many of graduation of the university having problem how to looking for a job. At the same time, the Pandemic Covid have been influencing the quality of university graduation especially skill for communication by English language. Sri Handayani states that the student must be able to prepare how to understand about English language accurately. The priority of English language is related with competition value. If somebody having English language excellence and finally can be the winner on competition looking for the job. As we know that there are so many department will give the special position for the somebody able in English language the next reason is related with easily build communication, named public relation. As public relation can handle the policy strategy on the certain factory for example. So, ability in English language can bring somebody can go far away from the each other. The student easily understanding about English language, of course they able to understanding about homophone. The problem of this research is related with the attitude of student involved. Event though communication technology give the facility about many thing how to learn about homophone. But the student still get trouble understanding about homophone, like to, two and too in speaking by lecture in the class.

METHOD

The data come from two part, secondary data and primary. Secondary data come form questionnaire application form by goggle form of student in Indonesia Perintis of University. The total of questionnaire

application form is 500 respondent. The student who fill in the questionnaire application. The total of respondent is 500 respondent which fill the questionnaire application form. 500 respondent including secondary data. Then, the primary data is collecting by In depth interview on 5 student in West Sumatera. Maleong (2010) states that that secondary data and primary data can analyze by qualitative research. At the same time, the research use qualitative data to help analyze this research. Focus on this research is related to English language skill focus on homophone, like to, two and too item. The research study about reading skill and speaking skill. Reading skill involved how the student able to understanding about homophone on text or paper. Then, this research study speaking skill. This study try to analyze he comparison with reading skill and speaking skill correlation with homophone. English language skill focus on The location of this research is the student in Wets Sumatera, Indonesia. This research study focus on understanding of student about homophone, like to, two and too when lecturer speaking English language in the lecture room.

RESULT AND DISCUSSION

Finding of research can be divide to be five sub topic. Firstly, kind of homophone understanding difficulty. This title will discuss kind of sentence difficult to understand by the student. Secondly, the problem face the student to understanding homophone. The researcher will discuss about to, two and too when the lecturer pronunciation itself. The third, the internal and external factor related with learn English language activity. This topic will discuss about the influence family institution and campus environment. Four, the impact communication technology to English language learning. This topic studying about the function of Facebook, Tik Tok, WhatUpps and Snack Video to improve English language learning. The lastly, the strategy how to understanding homophone meaning when lecturer speaking. This topic will analyze the approach of English learning when lecturer talking about homophone, like to, two and too.

A. Kind of sentence difficult to understand which related with to, two and too.

The research will figure out about kind of homophone in English language by using the table. The table can be divide to be three part. Three part starting the easy level, medium and difficult level.

Table 1. intermediate Level

No	Homophone	Sentence consist of one homophone
1.1	To	I go to the campus
1.2	Two	I have two pen
1.3	Too	Daddy, I read the novel too

All about the table discussing the level of grade on sentence by using homophone. The table can be divide to be four table. Based on the questionnaire tell that the student can understanding about homophone accurately based on the table 1, like number point 1.1. 1.2 and point 1.3. Based on the table 1 explain that 98 percent or 490 respondent able to read and understanding the meaning of homophone above. Besides that, they able to heard and understanding about the sentence on point 1.1, 1.2 and point 1.3 on table 1.

According to Mahsun (2012) states the homophone in English, like to, two and too easily to understanding when we read and difficult understanding when we heard. Actually the homophone having a difference meaning word by word. By this case, we must carefully analyze and read and heard the homophone. In the other hand, Etikasari, Dian. 2012ikasari (2012) states that the homophone difficult to understand when the student heard the homophone in sing a song or poetry. The audience need knowledge and understanding deeply about the meaning of sing a song or poetry involved.

Based on informant of research give the information about the understanding reading and hearing the homophone. The informant states that the heard homophone more difficult to understand than read the homophone, like to, two and too. English language, especially homophone is the problem important thing for English language skill. Rahmawati, Hafidah and Syamsuddin (2016) said that simulation approach can help the student understanding homophone item. By simulation approach can birng the student having vocabulary. Besides that, they student must learning structure or grammatical through simulation approach.

Table 2. Medium Level

No	Homophone	Sentence consist of two homophone
2.1	To / too	I go to the campus too
2.2	Two / Too	Daddy, I read two novel too

On table 2 explain that the student still understanding read the homophone combine two homophone on sentence. Based on questionnaire tell that 90 percent or 450 respondent understand when thay heard the homophone on point 2.1 and point 2.2 on table 2. According to Putri (2012) states that combine of two word on homophone is difficult to analyze and understanding, especially when we heard the sentence. By this case, the lecturer must be able to give many of sentence about combine of homophone in the lecture room progress.

To completely on understanding about combine homophone, the student must active reading some books, like newspaper, novel or journal in English language. Besides that, the student mest bu active on hearing

the speech or discussion live using in English language. This way can help the student understanding of combine homophone. Based on the table 2 tell about the difficult to understanding about homophone. Combine of two homophone will make the student difficult to understand. To help the student understanding the combination of homophone, the student must discipline learn vocabulary in English language.

Table 3. Difficul Level

No	Homophone	Sentence consist of three homophone
3.1	To / two / too	I went to the campus two day ago too
3.2	To / two / too	Daddy, I want to read two novel too

Table 3 talk about the three combination of homophone. Kind of this sentence is very difficult understanding to read and difficult understanding when they heard. Based on questionnaire conclusion that the student difficult understanding to read and heard. The percentage of the student difficult to heard approximately 80.4 percent or 402 respondent do not understanding sentence above. When the lecturer pronunciation the sentence on point 3.1 and point 3.2 find that the student difficult how to difference about to, two and too itself. Based on Kusuma (2016) said that the combination of three word of homophone is not easily to understand, especially when the student heard combine of three word homophone's in sentence. For combination of three homophone more difficult to understand the meaning. If the the student having many of vacabulary, they will be able to understanding homophone without difficult in translating English language.

Table 4. Advanced Level

No	Homophone	Sentence consist of four homophone
4.1	To / to / two / too	I have to go to read two pen to write too

Combine of four homophone including sentences which rarely understanding by the student. Based on questionnaire states that 98.3 percent or 492 respondent can not understand about combination of four homophone. To make sure and know about the meaning of this sentence, the student must carefully to analyze the word by word nearly in word of homophone. Chaer (2003) states that the each word in sentence is one of the unity and having related itself. Combination for four homophone need the special experience about English language skill. To improve or understanding about four combination of homophone cause the student confuse to translate and get the meaning of word by word in the sentence.

The sound of four homophone make the student do not know to make differentiate about to, two and too. To help the student understand about four homophone in one sentence, the student must know the meaning of word by word besides homophone itself.

B. Problem face by the student to understanding about homophone *to*, *two* and *too*.

Informant of research states that the student get the trouble to understanding about homophone about hearing. The student more easy understand about homophone reading the homophone than hearing the homophone, like to, two and too. According to Isah Cahyani and Daris Hadiano (2018) said that the hearing the language more difficult if we comparison than reading the text. Besides that, hearing the speaking of English language need the knowledge of vocabulary. Sri Handayani (2016) give the opinion that the ability of vocabulary can help someone easy in giving the meaning sentence by sentence in one of paragraph. Based on this informant states that mostly the student lack of vocabulary in English language. By this case, the student will be able to analyze and get the meaning of sentence which consist of homophone.

The next, the problem having by the student about knowledge of homophone related with the environment at campus. The informant of research said that mostly of student rarely using English language in the classroom, except they learning subject of English language. Masril (2018) somebody will easily understanding about homophone if somebody always practice in English language in everyday and every time. In directly, someone always practice in English language will help somebody understanding about homophone. According to Mahsun (2012) states that the problem having the student to understand about homophone related with spirit oneself. the lecturer must support their student understanding in English language especially homophone.

C. Internal and external factor understanding about homophone for student

The informant said that mostly of the student difficult understanding about homophone. Informant said that their parent at home rarely support study in English language. Its means is family institution never help their children's homework of English language. According to Rahmawati, Hafidah and Syamsuddin (2016) states that support of family can improve their children understanding and practice English language at home. Murdock (1987) states that the function of family institution is to covered their children from everything what they need. Besiden that, parent can support the ideas of children.

Then, the informant said that factor in curriculum of institution of education can give the impact to the student understanding about English language, especially homophone. If the university institution try to produce a curriculum about English language in academic activity. For example, the student and lecturer

use English language to communication in the class. This way can help the student get ability about English language and easily understanding about homophone.

Explanation above related with the factor external. Then, the researcher tell about internal. Internal factor related with the spirit of the student to study English language. Informant of research said that the spirit of the student to study about English language is limited. That means is the student rarely practice in English language at home, campus and everywhere. According to Sulasman and Setia Gumilar (2013) said the culture and habit at home can influence about the spirit the student study English language. If somebody rarely practice in English, so they will get trouble to understand about homophone in English language.

D. The impact of communication of technology to improve English language skill related with homophone

The student usually use the leisure time to happiness activity. Informant of research said that the student use the time in digital room nearly approximately until 15 hour per a day. The informant said that the student interesting with WhatUpps, Tik Tok, Snack Video, Facebook in room digital. The informant said too that the student rarely use this application related with English language. Mahsun (2012) said that the quality time of the user internet more to hedonism and enjoyable. It can bring them not to focus on English language preparation. As we know that homophone is very difficult to understand. To help someone able to understanding the meaning of homophone through learning English language by communication technology. The student can use communication technology, like Snack Video and Tik Tok. Putri (2012) said that Snack Video and Tik Tok consist of short video. Usually Snack Video and Tik Tok item consist information related with homophone. Snack Video and Tik Tik item can help the student understanding about homophone.

According to Koentjaraningrat (1992) said that the habit and discipline can help someone know about something news. Learning homophone by Snack Video and Tiok Tok can help the student understand deeply about homophone. Informant said that Snack Video and Tik Tok consist of material of English language. There are so many the advantages of communication technology to improve English language skill especially homophone. Firtsly, zoom meeting or goggle meet can help the student do discussing with the people in the world. Discussion activity can help the student able to improve English skill related with homophone knowledge.

Secondly, following the international seminar can improve English skill for the student. International seminar activity will bring someone to know how the native speaker produce the sound. Based on Chaer (2003) the people in the word will pronunciation the homophone differentiate. By native speaker pronunciation can bring the student able to understanding about homophone in the sentence.

E. Strategy to improve understanding homophone in English language

Informant of research said that the homophone difficult to understand especially on speaking. To solve this problem, the student must be able to discipline in learning about vocabulary in English language. According to Kusuma (2016) said that vocabulary skill can bring the student understand word by word in the sentence. If the student having many vocabulary, they will be able understanding the meaning full of the sentence in paragraph. Finally the student can understand about word by word, including homophone in the sentence involved.

The second strategy related with culture skill. Based on Koentjaraningrat (1992), culture and habit can bring somebody able to reform and change something and produce a new skill. Talking about English language skill need practice English language in everyday. Practicing English language in everyday is on of the culture approach. The student can improve English language skill by practice homophone, like to, two and too in everyday. By this way, the student must consistence and discipline in practice in English language, especiallly related with homophone item.

The third strategy involved with institution of family. Family institution can make a good policy related with English language skill at home. According to Sulasman dan Setia Gumilar (2013) said that everything must starting from home. That means is the student can improve their English language skill began from policy of their parent at home. If parent support and covered their children to handle English language skill, and the finally the student having a new spirit to learn English language, especiallly homophone case. To understanding about homophone is very difficult. Tol solve this problem can handle by supporting by family institution.

CONCLUSION

The conclusion of this research is communication technology can help to improve English language skill related with homophone, like to, two and too. There are so many factor influence homophone skill, like supporting of family institution and policy of university institution.

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