Students Ability to Analyze Homophones in the Animation Video 端午节 Duānwǔ jié (Dragon Boat Festival) on the YouTube Channel 三淼儿童官方频道 Sān miǎo értóng guānfāng píndào

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Abstract. *Homophones are the similarities in sound that occur in a word regardless of its spelling. In Mandarin, homophones are the similarity of sounds and tones in different Han characters and have different meanings. The purpose of this study was to determine the ability of Grade 2 students on homophonic words in the 端午节 Duānwǔ jié (Dragon Boat Festival) Animation Video on the 三淼儿童官方频道 Sān miǎo értóng guānfāng píndào Youtube Channel. The research method used is qualitative which is described descriptively. There are 10 test questions that are used to determine the ability of grade 2 students to homophonic words. The result of this study is that the majority of students have understood homophonic vocabulary.*

Keywords: Homophones, 端午节 Duānwǔ jié (Dragon Boat Festival) Animation Video on the 三淼儿童官方频道 Sān miǎo értóng guānfāng píndào Youtube Channel.

Abstract (*in Bahasa*). Homofon adalah kesamaan bunyi yang terjadi pada sebuah kata tanpa memperhatikan ejaannya. Dalam bahasa Mandarin, homofon merupakan kesamaan bunyi dan ton pada suatu karakter Han yang berbeda dan makna yang berbeda pula. Tujuan dari penelitian ini adalah untuk mengetahui kemampuan Mahasiswa Tingkat 2 dalam menganalisis Homofon Pada Video Animasi 端午节 Duānwǔ jié (Festival Perahu Naga) Di Kanal Youtube 三淼儿童官方频道 Sān miǎo értóng guānfāng píndào. Metode penelitian yang digunakan adalah kualitatif yang diuraikan secara deskriptif. Terdapat 10 soal tes yang digunakan untuk mengetahui kemampuan mahasiswa tingkat 2 dalam menganalisis kata berhomofoni. Hasil dari penelitian ini adalah mayoritas mahasiswa telah memahami kosa kata yang berhomofoni.

Kata kunci: homofon, Video Animasi 端午节 Duānwǔ jié (Festival Perahu Naga) Di Kanal Youtube 三淼儿童官方频道 Sān miǎo értóng guānfāng píndào.

INTRODUCTION

1.1Background

Language in social life is often used in various contexts of activities. Kridalaksana (2009:3) states that language is a system of sound signs agreed to be used by members of certain community groups in cooperation, communication, and self-identification. Additionally, Kridalaksana also mentions that language is a sound system, which basically means that language is a sound. Although language is divided into written and spoken language, written language is secondary. This is because humans can use language without knowing writing.

Mandarin is a language that ranks second in terms of high competitiveness. This makes the number of learners studying Mandarin increasing day by day. Nevertheless, Mandarin is also included in languages that are difficult to learn because there are thousands of Hanzi (汉字), complex Hanzi writing, the presence of tones (声调) that distinguish each Hanzi pronunciation, and different Mandarin pronunciation due to tone changes in certain Hanzi.

Homophony plays an important role in linguistic studies, especially in phonology and morphology. This phenomenon helps linguists understand how sound and meaning interact in a language. In addition, homophony is also relevant in semantic and pragmatic studies, as context becomes a key factor in determining the meaning of homophonic words in everyday communication. Homophone comes from the word homo meaning same and fony (phone) meaning sound (Awalludin, 2017:30). Homophony is a linguistic phenomenon where two or more words have the same pronunciation but different spelling and meaning. These words are called homophones.

According to Kridalaksana (2009:116), homophones are words that are pronounced the same but have different meanings. In learning Mandarin, homophonic words are often encountered. These words are related to the pronunciation of Hanzi that have the same sound and tone but different Han characters and meanings. This makes foreign learners studying Mandarin have difficulty in distinguishing which Hanzi is meant. Mandarin is known to have many homophones due to the limited number of tones and consonant-vowel combinations, as well as the use of different Hanzi characters for words with the same pronunciation.

Wang is a prominent linguist who has contributed to the understanding of Mandarin phonology. In his research, Wang explores how the tonal system of Mandarin interacts with homophones. He also examines how homophones develop in the language over time and how they influence the evolution of Mandarin. Another researcher, Li, investigates how homophones are used in various Mandarin dialects and other Chinese languages, as well as how they affect inter-dialect communication. His research also includes an analysis of the use of homophones in multilingual contexts in Mandarin communities.

Understanding homophones in Mandarin can be challenging for students, both native speakers and second language learners. Some factors that cause this difficulty include the complexity of the Mandarin tonal system, the wide differences in spelling and meaning, and the very important context of usage. Therefore, this study aims to examine the ability of students to analyze Mandarin homophones among level 2 Chinese Literature students. Based on the description above, the author uses the animation video 端午节 on the YouTube channel 三淼儿童官方频道 as the data source.

2. LITERATURE REVIEW

Homophone is a branch of semantics that studies homophones derived from the word *homo* meaning same and *fony (phone)* meaning voice or sound (Awalludin, 2017:30). According to Chaer (1995:97), homophones are related to sound, the sound of words that have the same pronunciation but different meanings and spellings. In Mandarin, homophones are related to the sound of Han characters (汉字 hànzì). Homophonic Hanzi have the same sound or tone, but different meanings and forms of Han characters. Meanwhile, according to Harimurti Kridalaksana in the book "Pesona Bahasa" (2009:116), homophones are words that are pronounced the same but have different meanings.

Homophones are words that have the same pronunciation but different spellings and meanings. This term comes from Greek: "homo" meaning "same" and "phone" meaning "sound". Homophones are a subcategory of homonyms, which include words that have the same or different spellings but the same pronunciation. According to Bloomfield, a structural linguist, in his book "Language" (1933), he provides an important foundation in the study of phonology, including homophony. Bloomfield classifies homophones as part of phonetic and phonological studies, which examine how language sounds can have different meanings.

According to Jakobson (1987), the concept of homophony is in the context of sound feature theory. In his works, he explores how small differences in sound features can affect word meaning, which is relevant to homophony. In the book The Sound Pattern of English (1968), Chomsky and Halle introduce the theory of generative phonology. They explain how the phonological structure of words can be generated from underlying phonological rules. This theory helps in understanding how homophones can be produced and interpreted in language.

Lyons, in his book "Introduction to Theoretical Linguistics" (1968), outlines the differences between homophony, homonymy, and polysemy. Lyons provides a deeper understanding of how homophones function in the language system and how they are interpreted by language speakers. Crystal has written extensively about phonology and homophony in various books, including The Cambridge Encyclopedia of the English Language. Crystal explains that homophones are an important part of word play and linguistic pleasure, as well as challenges in language learning.

Homophones are a complex and interesting linguistic phenomenon, involving various aspects of phonology, semantics, and pragmatics. The study of homophones has evolved from basic theories by figures such as Leonard Bloomfield and Roman Jakobson, to contemporary research that combines neurolinguistics and cognitive psychology. Understanding homophone theory and the challenges faced in learning homophones helps us appreciate the complexity and beauty of human language. Based on the explanation above, this study aims to analyze the ability of Level 2 Chinese Literature students to determine homophones in the animation video 端午节 on the YouTube channel 三淼儿童官方频道.

3. METHODS

In analyzing homophonic words in the animation video 端午节 on the YouTube channel 三淼儿童官方频道, the researcher uses a qualitative research method described descriptively. The focus of this research is in the field of semantics. This research was conducted based on finding homophonic words in the animation video 端午节 on the YouTube channel 三淼儿童官方频道 and how the ability of Grade 2 Chinese Literature students at Gunadarma University in determining homophonic words.

3.1 Data Collection Technique

Based on the research method above, the data collection techniques used by the researcher in analyzing homophonic words in the animation video 端午节 on the YouTube channel 三淼儿童官方频道 are as follows:

1. Search for the animation video 端午节 on the YouTube channel 三淼儿童官方频道

2. Translate the animation video 端午节 on the YouTube channel 三淼儿童官方频道 into Indonesian

3. Identify the animation video 端午节 on the YouTube channel 三淼儿童官方频道

4. Analyze the results of the Google form that has been distributed to grade 2 students

3.2 Data Analysis Technique

The data analysis techniques used by the researcher for homophonic words in the animation video 端午节 on the YouTube channel 三淼儿童官方频道 are as follows:

1 Identify the animation video 端午节 on the YouTube channel 三淼儿童官方频道
2 Recap the answers from the Google form that has been distributed to level 2 students
3 Analyze the results of the Google form regarding the animation video 端午节 on the Youtube channel 三淼儿童官方频道
4 Formulate conclusions at the end of the research

3.3 Data Source

In this study, the author uses the animation video 端午节 on the YouTube channel 三淼儿童官方频道 as the data source. The author creates sentences from the video in the form of incomplete sentences. These sentences are entered into a Google form which is then distributed to grade 2 students.

4. RESULTS

The following is a table of questionnaire results from grade 2 students.

Note: The blue column indicates correct answers, the red column indicates incorrect answers.

No.	Questions	Answer Options	Students Responses	
			Correct	Incorrect
1.	其中有一个____ 楚国的国家 Qízhōng yǒu yīgè ____ chǔ guó de guójiā	叫 Jiào 教 Jiào	9	2
2.	屈原一____想使自己的国家更加强大 Qūyuán yī ____ xiǎng shǐ zìjǐ de guójiā gèngjiā qiángdà	心 Xīn 新 Xīn	8	3
3.	别____ 屈原他说的不对 Bié ____ qūyuán tā shuō de bùduì	厅 Tīng 听 Tīng	10	1
4.	楚王____ 以为真 Chǔ wáng ____yǐwéizhēn	衅 Xìn 信 Xìn	6	5
5.	可是他找啊找 找啊____ Kěshì tā zhǎo a zhǎo zhǎo a ____	找 Zhǎo 爪 Zhǎo	10	1
6.	一____ 走到了洞庭湖 Yī ____ zǒu dàole dòngtíng hú	直 Zhí 值 Zhí	10	1
7.	你为什么____ 啊 Nǐ wèishéme ____ a	哭 Kū 窟 Kū	11	0
8.	没关系，我们____ 你一起找 Méiguānxì, wǒmen ____ nǐ yīqǐ zhǎo	邦 Bāng 帮 Bāng	10	1
9.	他们找了好久好____ Tāmen zhǎole hǎojiǔ hǎo____	久 Jiǔ 九 Jiǔ	11	0
10	咱们不能让他____着	恶 È	6	5

	Zánmen bùnéng ràng tā ____ zhe	饿　È		

4.1 Discussion

1. Homophone Jiào (叫、教)

其中有一个____ 楚国的国家

Qízhōng yǒu yīgè ____ chǔ guó de guójiā

In the incomplete sentence above, the correct answer is 叫 Jiào which means "named". 叫 Jiào has the meanings of (1) shout; scream; yell, (2) call; greet, (3) rent; order, (4) mention, (5) ask; tell; command, (6) name; called, (7) by. Based on the questionnaire given on the homophone Jiào, 9 students answered correctly with 叫Jiào and 2 others answered incorrectly with 教 Jiào. Students are competent in answering questions because they have learned this vocabulary.

2. Homophone Xīn （心、新）

屈原一____想使自己的国家更加强大

Qūyuán yī ____ xiǎng shǐ zìjǐ de guójiā gèngjiā qiángdà

In the incomplete sentence above, the correct answer is 心 Xīn which means "unit of feeling". 心 Xīn has the meanings of (1) heart, (2) heart (feeling, inner), (3) center; core. Based on the questionnaire given on the homophone Xīn, 8 students answered correctly with 心 Xīn and 3 students answered incorrectly with 新 Xīn. Students are competent in answering questions because they have learned this vocabulary.

3. Homophone Tīng （厅、听）

别____ 屈原他说的不对

Bié ____ qūyuán tā shuō de bùduì

In the incomplete sentence above, the correct answer is 听 Tīng which means "listen". 听 Tīng has the meanings of (1) hear; listen, (2) heed; accept (advice), (3) allow. Based on the questionnaire given on the homophone Tīng, 10 students answered correctly with 听 Tīng and 1 student answered incorrectly with 厅 Tīng. Students are competent in answering questions because they have learned this vocabulary.

4. Homophone Xìn （衅、信）

楚王＿＿ 以为真

Chǔ wáng ＿＿yǐwéizhēn

In the incomplete sentence above, the correct answer is 信 Xìn which means "believe". 信 Xìn has the meanings of (1) belief; faith, (2) believe, (3) adhere to; have faith in, (4) as one pleases; at will, (5) sign; proof; signal, (6) letter; mail, (7) message; news. Based on the questionnaire given on the homophone Xìn, 6 students answered correctly with 信 Xìn and 5 others answered incorrectly with 衅 Xìn. Students are competent in answering questions because they have learned this vocabulary.

5. Homophone Zhǎo （找、爪）

可是他找啊找 找啊＿＿

Kěshì tā zhǎo a zhǎo zhǎo a ＿＿

In the incomplete sentence above, the correct answer is 找 Zhǎo which means "search". 找 Zhǎo has the meanings of (1) search, (2) want to meet, (3) return excess money. Based on the questionnaire given on the homophone Zhǎo, 10 students answered correctly with 找Zhǎo and 1 student answered incorrectly with 爪Zhǎo. Students are competent in answering questions because they have learned this vocabulary.

6. Homophone Zhí （直、值）

一＿＿ 走到了洞庭湖

Yī ＿＿ zǒu dàole dòngtíng hú

In the incomplete sentence above, the correct answer is 直 Zhí which means "straight". 直 Zhí has the meanings of (1) straight, (2) straighten, (3) vertical, (4) fair; honest, (5) frank, (6) direct, (7) continuous. Based on the questionnaire given on the homophone Zhí, 10 students answered correctly with 直 Zhí and 1 student answered incorrectly with 值 Zhí. Students are competent in answering questions because they have learned this vocabulary.

7. Homophone Kū （哭、窟）

你为什么＿＿ 啊？

Nǐ wèishéme ＿＿ a?

In the incomplete sentence above, the correct answer is 哭 Kū which means "cry". 哭 Kū means to cry. Based on the questionnaire given on the homophone Kū, 11 students answered correctly with 哭 Kū. All students are competent in answering questions because they have learned this vocabulary.

8. Homophone Bāng （邦、帮）

没关系，我们＿＿＿ 你一起找。

Méiguānxì, wǒmen ＿＿＿ nǐ yīqǐ zhǎo.

In the incomplete sentence above, the correct answer is 帮 Bāng which means "help". 帮 Bāng has the meanings of (1) help; assist, (2) outer leaf (cabbage), (3) gang; clique; group, (4) group. Based on the questionnaire given on the homophone Bāng, 10 students answered correctly with 帮 Bāng and 1 student answered incorrectly with 邦 Bāng. Students are competent in answering questions because they have learned this vocabulary.

9. Homophone Jiǔ （九、久）

他们找了好久好＿＿＿

Tāmen zhǎole hǎojiǔ hǎo＿＿＿

In the incomplete sentence above, the correct answer is 久 Jiǔ which means "long". 久J iǔ has the meanings of (1) long, (2) certain period of time. Based on the questionnaire given on the homophone Jiǔ, 11 students answered correctly with 久 Jiǔ. All students are competent in answering questions because they have learned this vocabulary.

10. Homofon È （恶、饿）

咱们不能让他＿＿＿着

Zánmen bùnéng ràng tā ＿＿＿ zhe

In the sentence above, the correct answer is 饿 (è), which means "hungry". 饿 (è) has two meanings: (1) hungry, (2) to starve. Based on the questionnaire given for the homophone È, 6 students answered correctly with 饿 (è), and 5 students answered incorrectly with 恶 (è). Students are competent in answering the question because they have already learned this vocabulary.

5. CONCLUSIONS

Based on the results and discussion of the distributed questionnaire, it can be determined that second-year students of Chinese Literature at Gunadarma University are competent in distinguishing homophonic Hanzi characters. This is evidenced by the fact that out of the 10 fill-in-the-blank questions given, most students answered correctly. The questionnaire exercises can help improve students' fluency in distinguishing homophonic words. The vocabulary used in the questions consists of words that have been studied and are frequently encountered in learning activities.

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