STUDENTS' ERROR IN PRONOUNCING THE WORDS CONTAINING

SILENT LETTERS

SKRIPSI

Submitted In Particular Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Educational Program

By :

RAFIKA PRATIWI
1502050031

FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA
MEDAN
2019

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

بسم الله الرحمن الرحيم

Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Sabtu, Tanggal 28 September 2019, pada pukul 08.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama   : Rafika Pratiwi
NPM   : 1502050031
Program Studi   : Pendidikan Bahasa Inggris
Judul Skripsi   : Students' Error in Pronouncing The Words Containing Silent Letters

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

Ditetapkan   : (   ) Lulus Yudisium
                    (   ) Lulus Bersyarat
                    (   ) Memperbaiki Skripsi
                    (   ) Tidak Lulus

PANITIA PELAKSANA

Ketua   Sekretaris

Dr. H. Elfrianto Nasution, S.Pd., M.Pd.   **Dra. Hj. Syamsuyurnita, M.Pd.**

ANGGOTA PENGUJI:

1. Pirman Ginting, S.Pd, M.Hum   1.

2. Rini Ekayati, SS, MA   2.

3. Erlindawaty, S.Pd, M.Pd   3.

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap   : Rafika Pratiwi
N.P.M   : 1502050031
Program Studi   : Pendidikan Bahasa Inggris
Judul Skripsi   : Students' Error in Pronouncing The Words Containing Silent Letters

sudah layak disidangkan.

Medan,   Oktober 2019
Disetujui oleh:
Pembimbing

Erlindawaty, S.Pd, M.Pd

Diketahui oleh:

Dekan   Ketua Program Studi

Dr. H. Elfrianto Nasution, S.Pd., M.Pd.   **Mandra Saragih, S.Pd., M.Hum.**

بسم الله الرحمن الرحيم

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Rafika Pratiwi
N.P.M : 1502050031
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Students' Error in Pronouncing The Words Containing Silent Letters

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
3/4/19	Chapter I	
	Background of the study	
	Formulation of the problem	
10/4-19	Chapter II	
	Review of literature	
	Conceptual framework	
16/4-19	Chapter III	
	Technique of Data analysis	
	Chapter IV	
	- Data Analysis	
	- Research findings	
	Chapter V	
	Conclusion	
	Reference.	

Medan, September 2019

Diketahui oleh:
Ketua Prodi

Dosen Pembimbing

(Mandra Saragih, S.Pd., M.Hum.)

(Erlindawaty, S.Pd, M.Pd)

ABSTRACT

Rafika Pratiwi. 1502050031. *Students' Error in Pronouncing the Words Containing Silent Letters.* **Skripsi English Education Program. Faculty of Teacher Training and Education. University of Muhammadiyah Sumatera Utara. Medan. 2019.**

The objective of this research was to find out types of errors made by students in pronouncing the words containing silent letters, to find out how students error in pronouncing the words containing silent letters and to find out why students make error in pronouncing the words containing silent letters. The subject of this research are second grade students and total number of students are 40 students. The method of this research was descriptive qualitative method. According to data analysis, the students made two types of error. There was pre-systematic error and systematic error. Students made 220 pronunciation error in pre-systematic with percentage 71,89% and students made 86 pronunciation error in systematic with percentage 28,10%.

Keyword: *Pronunciation, Silent Letters, Students Error*

ACKNOWLEDGMENTS

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Assalammu'alaikum Warahmatullahi Wabarakatuh

Firstly, the researcher would like to express her greatest gratefulness to Allah Subhanahu Wata'ala, the most gracious and the most merciful who gave her the patience, the strength and the time to finishing this study. Peace be upon to the prophet Muhammad Salallahu Alaihi Wasallam, the closing of the messengers who has brought human from the darkness into the brightness. The way of Allah is in the heavens and the earth and ail affairs will be back to Allah Subhanahu Wata'ala.

This study entitled "Students' Error in Pronouncing the Words Containing Silent Letters" With purpose for submitting inpartial fulfillment of the requirement for degree in study program of EnglishDepartment.

There were so many troubles faced by rhe researcher and without mush help from the following people, it was impossible for her to complete this study.

Thus, the researcher would like to express her thanks first to her dearest parents Ayahanda Sutrisman, S.Pd, M.Si and Ibunda Sapura, S.Ag for their prayers, love, suggestion, supports in spiritual and material during the academic years at English Department FKIP UMSU Medan. May Allah SWT always bless every steps in their life.

Then the researcher also would like to many people who gave the supports and suggestion in finishing the study, they are :

1. Dr. Agussani, M.AP as the Rector of University of Muhammadiyah Sumatera Utara who have been leading us in campus and for his valuable guidance.

2. Hj Dr. Elfrianto Nasution, S.Pd, M.Pd as the Dekan of FKIP UMSU who had encouraged the researcher and taught the educational material for the researchers in FKIP UMSU.

3. Mandra Saragih, S.Pd, M.Hum and Pirman Ginting, S.Pd, M.Hum as the Head and Secretary of English Education Program for their assistance and administrative help in the process of completing the necessary requirements.

4. Erlindawaty, S.Pd, M.Pd as her beloved supervisor which had given the suggestion, ideas, comments and guidance during writing the study from the beginning until the end.

5. All the lecturers and all the staff of UMSU FKIP who has given their valuable thought in English teaching during her academic years at FKIP UMSU.

6. Her beloved brother Hafiz Basmallah and her beloved sister Dinillah Trissa for their supports, motivation and their prayers.

7. Her beloved best friends Nur Isnani Ulva, Ulfa Meilanie S.E, Indah Ari Murti Str.Keb, and Zia Vawzia Lazulvaris S.E for their support, suggestions and praying writing this study.

8. Her beloved friend Fahrurrozi Lubis, S.E for his support, suggestion, and praying writing this study.

9. Her beloved close friends Endha Lestari S.Pd, Rezky Audina Siregar S.Pd and Atika Sari, S.Pd for their support, suggestions, and praying this study.

10. Her skripsi mates Tio Amelia Siregar S.Pd and Lismawati S.Pd, Thank for all patience and support each other.

11. All of her beloved friends A Morning Class English Departement of FKIP UMSU 2015 academic year.

12. Anyone who can not be mentioned here for giving support and time in completing this study, thank you very much, may Allah bless us.

Finally, word was never enough to express her grateful feeling, onlypraise to Allah Subhanahu Wata'alafor blessing and merciful. The researcher hopes that studywas useful to everyone, particularly for the teacher, students and other reseacher.

Then, researcher realized that this study is far from perfection. So, the researcher hopes suggestions and comments from all the reader, especially for the students of English Department who want to do a research. May Allah Subhanahu Wata'alabless all for us.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Medan, September 2019

The Researcher

Rafika Pratiwi
1502050031

TABLE OF CONTENTS

APPENDICES

LIST OF TABLE

LIST OF APPENDIXES

CHAPTER I

INTRODUCTION

A.   Background of the Study

As an International language, English is widely-spread and mostly used in communication between people from different countries. People are around the world commonly using English language as their second language. English at this time is very important to learn because English is an Internationa language used to communicate with foreign people. English has four skills, there are reading, speaking, listening, and writing. There is a component of the language that very important role in learning English, especially in speaking. The component is pronunciation. Pronunciation is very important element of foreign languege learners. As one of language component, pronunciation is neccessity for students. But in reality, so many students face difficult to pronounce english word correctly. Pronunciation refers to the description of sound symbol phonetically which described in alphabetical form. Alphabetical consist of two aspects namely consonant and vowel that has the differences in sounds and symbols.

According to Yates (2002) "pronunciation is the production of sounds that is used for making meaning". Cook (1996) states pronunciation is how to produce english sounds. Pronunciation is a key of communication in which listener will catch of what the speaker say. Therefore, pronunciation is important to be developed. Pronunciation is something that very important in English because if the word is spoken incorrect, then the meaning also incorrect. Students

should understand about pronunciation well so that they are easier in pronouncing the words. Some young students are currently low on pronunciation. Their pronunciation are still far from what the teacher expectation as something satisfied. Therefore, students must excercise more.

Phonology is a study of sounds. According Larry M hyman (2018) phonology is study of how speech sounds structure and function in languages. As we shall see, some of them can be used in language to distinguish words of different meanings, whereas other sounds cannot. A phonological also refers to the inventory of segments in a language. But stating which phonetic segments occur in a language and which do not is only a superficial part of phonology. Phonology is different from phonetics. According Clark and Yallop (1990), phonetic is the study of how humans speak and hear and process speech received. A phonetic study tells how the sounds of a language are made and what their acoustic properties are. A phonological study tells how these sounds are used to deliver of meaning. Phonetics deals with the production of sounds, phonology is related to the actualization of those sounds. In a phonetic study of a language, an inventory of sounds is provided.

Error is phenomenon related to the influence of the mother tongue in learning process. Pronunciation errors that occured were not exclusively intended do by learners. They are several reason why students incorrect to pronounced the words. The first one is lack of exposure to English Listening Vocabulary, the second is lack of knowledge of english phonemic transcription, The third is habit to producing the wrong sound of the given words. The forth is lack to interest in

learning English pronunciation. The fifth is lack of motivation by the teachers to give stress on listening skills, then, lack of requisite time hour to practice English vocabulary and pronunciation and the last is lack of appropriate knowledge by the teachers to train the students in English.

B. The Identification of the Problem

1. The learners lack of exposure to English listening vocabulary.

2. The learner habit of producing wrong sounds of the given words.

3. The learners lack of interest in learning English Pronunciation.

C. Scope and Limitation

The scope of this study will be mainly focused on pronunciation, and it will be limited on the study "Students' Error in Pronouncing the Words Containing Silent Letters" made by second grade students.

D. The Formulation of the Problem

1. What types of errors are made by students in pronouncing the words containing silent letters?

2. How do the students make error in pronouncing the words containing silent letters?

3. Why does the students make error in pronouncing the words containing silent letters?

E.   The Objective of the Study

Based on problem formulated above, the objective of this study is to find out types of errors are made by students in pronouncing the words containing silent letters, to find out how students error in pronouncing the words containing silent letters and to find out why students make error in pronouncing the words containing silent letters.

F.   The Significance of the Study

The findings of this research expected to be useful theoritically and practically.

1. Theoritically

   To add knoweledge and information for reader especially for students so that they will easier in pronouncing the words especially containing silent letters.

2. Practically

   2.1.Teachers.

   To help them to find out the students difficulties in pronouncing the words containing silent letters so that they will teach their students well.

   2.2.Students.

   To enrich students knowledge about pronouncing the words containing silent letter.

   2.3.Reader

This research can be used as an additional knowledge and this research

will give the information to the next research of the same subject.

CHAPTER II

THE REVIEW OF LITERATURE

In this chapter the researcher discuss all of things related to the theories of the topic discussed here. They consist of theoritical framework and conceptual framework.

A.   Theoritical Framework

1.   English Phonetics and Phonology

The study of pronunciation consist of two fields, namely Phonetics and Phonology. According Larry M Hyman (2018) phonology is study of how speech sounds structure and function in languages. The objective of phonology is to examine language sounds as mental unitsfunction in grammar. A phonological study also refers to the inventory of segments in a language but stating which phonetic segments occur in a language and which do not is only a superficial part of phonology. In studying of language, the term Phonetics cannot be omitted. Phonetics focuses on analyzing the field of sounds used by human in performing their language.

Phonetics and phonology are studying of sound structure of language but they are different objective and the way to analyze the sounds of language. Phonetics and phonology share a common interest in all things 'phon', that is, related to the use of sounds in language. Phonetic is the study of how speech sounds are articulated and produced. In a phonetic study of language, an inventory of sound is provided. According Grald Kelly (2000), phonetics is a study of

speech sounds and wide ranging field, it does not necessarily have direct connection with the study of language itself. According to Gerald Kelly (2000) phonetic deals with the physical reality of speech sounds, and phonology is primarily concerned with how we interprate and systematise sounds. Phonetician have long talked about sounds grouping into intersecting classes. Some classes are more general or inclusive. (for example the class of voiced sounds), while some classes are more specific or exclusive (the class of voiceless aspirated stops).

In conclusion, phonetic is study of how humans produce the sound of language in utterances. Meanwhile phonology is a study of sound system in language. These are three types of phonetics; acoustic phonetics, auditory phonetics, and articulatory phonetics. In phonology, these are two types; segmental and suprasegmental. The segmental features consist of vowel and consonant. The supresegmental features consist of strees, ryhtime, and intonation.

1.1. Syllable Structure

Syllable structure is a basic element of constituent structure that can be seen physically. As Laurel and Donna say, the syllable represents a level of structure as a unit that speakers of a language can identify (2010, p. 75). A syllable is a unit in an utterance—a unit of sound that gets one "beat" in a word. A syllable must have a vowel (or a syllabic consonant). It might also have one or more consonants before the vowel and one or more consonants after it. For example, the word potato has three syllables: po-ta-to. Each syllable in this word has one consonant followed by one vowel. The word strong has just one syllable: strong,with three consonants, then one vowel, then one consonant

A syllable consists of a vowel or nucleus and potentially carries stress. A syllable initiates with one to three consonants, the onset of the syllable, and has one to four consonants, the coda of the syllable. The syllable structure can be presented in a form of tree diagram. In the tree diagram below is the illustration of the syllable structure of the words spring and quartz (in the form of orthography) by Laurel and Donna.

σ

σ

Onset   Rhyme

/spr   Nucleus   Coda

i   ng/

Onset   Rhyme

/qu   Nucleus   Coda
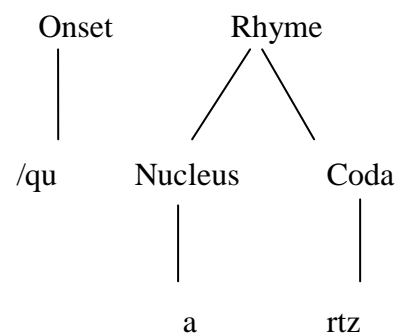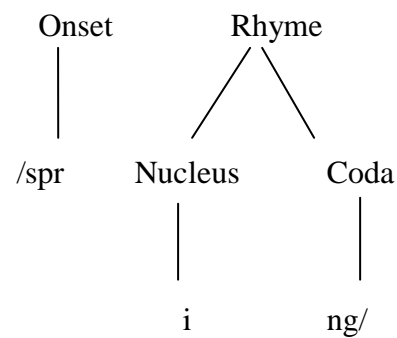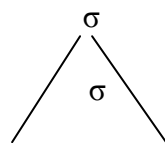
a   rtz

In the tree diagram above, the syllables of spring and quartz are divided into three parts. The syllable spring has [spr] as the onset, [i] as the nucleus, and [ng] as the coda. Then, the syllable [quartz] has [qu] as the onset, [a] as the nucleus, and [rtz] as the coda.

1.2. Phonotatic Constraints

Phonotatics constraints according Laurel and Dona, is a unique combination of certain sound occurs in one language but does not permitted in other language (2010, p. 59). Phonotactic is a constraints related to the positions and sequences of sound in a particular language. Phonotactic of positions refers to the initial, medial, and final position, while phonotactic of sequences relates to the combinations of consonants, called consonant clusters, which may occur in the beginning or ending syllable. Since different language carries different phonotactic constraints, it can be used to analyze the problem of Indonesian as an English learner. The phonotactic constraints of English described below.

1.3. English Phonotatic Constraints

English phonotatics constraints as Laurel and Dona (2010. p. 59-63) describe are the possible position and sequences. English phonotatic constraints define what sounds sequences are possible and what other sound sequences are not possible in a given language. The term of possible position of sounds in a language refer to word initial, medial, and final positions and other positions, such as syllable initial. Table 2.1 show the position of sounds English.

Table 2.1. Positions of Sounds English (Laurel and Dona, 2010)

Sound	Position	Example of Words
/ŋ/	Only in Medial and Final	Singer
/ʃ/	Rare in initial but common in medial	Fashion
/h/, /j/, and /w/	Always syllable initial before a stressed vowel	Hit, jump, wet
/ð/	Restricted in intial , occurs freely word medially and finally	Brother

The table above is not a complete list of position restriction, but it covers a large portion the important one.

The term of possible sequences or combinations of sounds in a language is concerned with the combinations of consonants, called consonant clusters, which may begin or end a syllable. Unlike many other languages of the world, English rather freely allows for consonant clustering. In fact, it allows up to three consonants in an initial cluster and up to four consonants in a final cluster configuration. Table 2.2. shows the possible sequences or combinations of sounds in English.

Table 2.2. Possible Sequences of Sounds in English (Laurel and Donna, 2010)

	Syllable Sequences	Sounds	Words
Initial	Voiced or voiceless stop + approximant	/pl, pr, br/	play, price, break
	voiceless fricative + approximant	/fl, sl, th/	fly, sled, three
	/s/ + voiceless stop	/sp, st, sc/	spend, sting, scare
	/s/ + nassal	/sn, sm/	snail, small
	/s/ + voiceless stopp + approximant	/str, spl/	strong, split
Final	liquid + consonant	/rp, rm/	harp, harm
	nasal + obstruent	/nd, nt/	bend, bent
	fricative + stop	/ft, ed/	lift, paved
	stop + fricative	/ts, bs/	mats, grabs
	fricative + fricative	/ves, fs/	leaves, reefs
	stop + stop	/pt, ched/	apt, ached
	stop + fricative + stop	/dst, xed/	midst, boxed
	nasal + fricative + stop	/nsed, umphed/	rinsed, triumphed
	nasal + stop + fricative	/mpse, nts/	glimpse, dents
Final	nasal + stop + stop	/mpt, mbed/	prompt, thumbed
	liquid + stop + fricative	/rpse, lps/	corpse, gulps
	liquid + stop + stop	/lped, rped/	helped, warped
	liquid + fricative + fricative	/lves, rves/	shelves, dwarfs
	liquid + fricative + stop	/rst, rved/	first, starved
	liquid + nasal + fricative	/lns, rms/	kilns, terms

2.   Pronunciation

Pronunciation is a key of communication in which listener will catch of what the speaker say. It is the thing that very important to be develop. Pronunciation refers to the way a word or a language is usually spoken. In order to succed in learning english, especially pronunciation, students must practice and learn pronunciation continuously. It's meant that if students saldom to use it, they will find difficult to master foreign language. According to Yates (2002) in Abbass's journal (vol. 1, No. 1;2016) "pronunciation is the production of sounds that is used for making meaning". According to Richard and Schmidt (2006) in

Abbass's journal (vol. 1, No. 1;2016) pronunciation is how to produce a sounds in english. Because pronunciation in English must pronounce correctly. Because in English, if someone wrong to pronounce a things that they want to say, then the meaning will incorrect.

Accroding Purhosein gilakjani (2011), the goal pronunciation is not like native speaker. Instead intelligible pronunciation should be the real purpose of oral communication. If learners want to change the way of pronouncing English Words, they must changes the way they think about the sounds of the words. This is true both for the individual sounds and the bigger part of speech such as syllables, strees pattern, and rythim. Unfortunately, pronunciation instruction is sometimes ignored in English teaching. Pronunciation is very important because in english, we have homophone. Homophone is the word has different spelling, different meaning but the same sounds. For example the word of "too" and "two". They have a different meaning, different spelling, but the same sounds.

3.   Silent Lettrers

Silent letter is an informal term for a letter of the alphabet (or a letter combination) that is usually left unpronounced , such as the b in doubt, the c in scene, the g in foreign, the t in fasten, and the gh in high. Silent letter is letters that are not pronounced in words. Silent letter is a letter which is present in spelling but omitted in the pronounciation. Silent letter refers to the term used in the teaching of reading, where letters are often supposed to 'speak' to the reader (Carney, 2012). Silent letters are letters which not pronounced or minimized in

order to perform more acceptable spoken English. Silent letter is presence on the spelling but minimized or omitted in the actual speech. The letter is silent when its sound is not written and spoken in actual speech. Carney defines silent letter as a condition where letters are often supposed to 'speak' to the reader (2012). In an alphabetic Writing system, a silent letter is a letter that, in a particular word, remains silent, i.e it does not correspond to any sound in the word"s pronunciation. The term silent designates a letter in the written form of a word which is not sounded or pronounced in speech.

There are three types of silent letters as mentioned by carney. Those types are presented below.

3.1. Auxiliary letter

Auxiliary letter is an extra letter to make up distinc complex graphical unit. This types of letters can be seen in the letter "w" of [wr] in "wrest" with [r] in 'rest' and "a" of [ea] in 'leather' with [e] in "tether" (Carney, 2012)

3.2. Inert letter

Inert letter is the type of silent letter where the letter is spelled and pronounced in certain form, but unpronounced in other form. This type of silent letter can be seen in the letter "g" which is occur in the "signature" and "signal" , but disappeared in the words "sign" and "signed" (Carney 2012)

3.3. Empty letter

Empty letters are letters which are unpronounced but they don't have a special function like auxiliary letters or inert letters. The silent consonant can be classified based on its letter and its consonant cluster. Consonant only found in the

onet and the coda of syllable. The letter containing empty letters in the onset like, 'h', 'heiress' , 'honest', and 'ghost'. Empty letter on the coda is as in 'myrrh' , and 'rhythm' (Carney, 2012)

There are list of common letter combination with silent letters in alphabet order: (a) Silent B is not pronounced when following M at the end of the word. For example: climb and comb, (b) silent C is not pronounced in the ending "cle"

For example: Muscle, (c) Silent D is not pronounced in the following of common words. For example Wednesday. The letter of "d" is not pronounced. For example: handkerchiep, (d) Silent E is not pronounced at the end of words and usually makes the vowel long. For example: drive and hope, (e) Silent G is not often not pronounced when followed by an N. For example: sign and foreign, (f) Silent GH is not pronounced before T and the end of many words. For example: daughter and light, (g) silent H is not pronounced when following W. Some speakerrs whisper the H before the W. For example: hour and what, (h)Silent K is not pronounced when followed by N at the beginning of a words. For example: knee and knife, (i) silent L is often not pronounced before L, D, F, M, K. For example: salmon and calm, (j) silent N is not pronounced following M at the end of word. For example: autumn, (k) silent P is not pronounced at the begining of many words using the suffix "psych" and "pneu". (l), For example: psycholinguistic, (m) silent S is not pronounced before L in the following words. For example: island, (n) silent T is not pronounced in the common words. For example: fasten, (o) Silent U is not pronounced before sfter G and before a vowel.

For example: guitar, (p) silent W is not pronounced at the beginning of a word followed by an R.

Even though silent letters are not pronounced, they make a huge difference to the meaning and sometimes the pronunciation of words.
Silent letters are there for various reasons:

Silent letters help the reader to knowing the difference between homophones. Homophone has the same sounds but has the different meaning and different spelling. For example in the word of sea and see. They have different meaning, different spelling, the same sounds. And then, A silent letter can help us work out the meaning of the word and it also can change the pronunciation even though it's silent - sin/si**g**n, and the important. Silent 'e' to make long vowel sound in rat/rat**e,** mad/mad**e,** tap/tap**e.**

3.   English Consonant

Anas Syafei (1988) states that consonant are the speech sound which are produced with some kind of closure in the mouth , restricting the escape of air. Consonants are sounds in which the air stream meets some obstacles in the mouth on its way up from the lungs. The air stream is bumped, squeezed, or completely blocked. Words like big, map, and see begin with consonants. One sounds which are produced with some kind of constriction in the vocal tract.

Based on statements above, the researcher conluding consonant are sounds or language that are produced by narrowing or closing on the vocal tract so that the air flow is blocked. For example If you pronounce the first sound of the

word "black" you close you mouth and feel an obstruction. Consonants are all the non-vowel sounds. In the letter of b,c,d,f that are the consonants.

4. Place of Articulation

The description of where the consonantal obstruction occurs in the vocal tract by the placement of the tongue or by lip configuration. Linguists agreed that consonants are described in three different ways, those are place, manner, and voicing. As one of the ways of sounds productions, place is indeed need to be studied. The place of articulation is concern on where the sounds are made and produced. On sounds production, each consonant has its own articulator's place. The articulators itself is divided into two groups of articulator, lower articulatorsand upper articulators. The lower lip, the lower teeth, and the tongue are then elements of this lower instrument. While the upper lip, the upper teeth, the palate, the velum, the uvula and the rear wall of pharynx are part of the upper articulators. These are the places of articulation for the consonant in English:

5.1. Bilabial

Bilabial is the sound produced when the air stream pushes open the lips to from a consonant like *p* in "pen". And *m* in "made". Bilabial is made with both of lip.

5.2. Labiodental

Labiodental is the bottom lip movs to top front of teeth. English has two labiodental like *F* in "fat" and *V* in "vat"

5.3. Dental

Dental sound are made by touching the tongue to the upper teeth. There are two dental in English: [Θ] thin and [ð] the. The tongue move to the upper teeth to pronounce the word.

5.4. Alveolar

Alveolar sounds are produced by the tip or blade of the tongue moving up towards the alveolar ridge. English makes seven sounds at or near this ridge: [t] tie, [d] die, [n] nigh, [s] sip, [z] zip, [r] rip, [l] lip.

5.5. Palato-alveolar

Palato-alveolar sounds are made by touching the blade of the tongue to a location just behind the alveolar ridge. in English there are four postalveolar.

/ʃ/ ship voiceless postalveolar fricative

/ʒ/ beige voiced postalveolar fricative

/tʃ/ chunk voiceless postalveolar affricate.

/dʒ/ junk voiced postalveolar affricate.

5.6. Palatal

Palatal are produce by the front of the tongue , which move up towards the hard palate. [j] *(young)* is sometimes described as a palatal approximant ; varoius languages have a variety of other manners of articulation at the palatal place.

5.7. Velar

For velar sound, the active articulator is the backmof the tongue, and the passive articulator is the velum or soft palate.

/k/ cot voiceless velar plosive

/g/ got voiced velar plosive

/ŋ/ rang voiced velar nasal

5.8. Glottal

Glottal sounds don't involve the tongue. *H* in "high". So that the lip isn't move to anywhere.

6. Error Analysis

Error analysis is an activity to reveal errors found in writing and speaking. The goal of error analysis is to find out the types of errors made by students. Richards (1985) in Sunardi's journal (Volume 4, Number 1, June 2002: 42 – 50) states that there are several advantages in Error Analysis : (a) find out how well someone knows a language, (b) find out how a person learns a language, and (c) obtain information on common difficulties in language learning , as an aid in teaching or in the preparation of teaching materials. Error analysis given by According to Brown (1980:166). in Sunardi's journal (Volume 4, Number 1, June 2002: 42 – 50) He defined error analysis as the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the system operated by learner. Sunardi hasyim (2002) also states in his journal that Errors in foreign language teaching especially in English are the cases which are difficult e nough to avoid. Many aspects that can cause the learners of English as a foreign la nguage make errors.These aspects are interference, overgeneralization, markers of transitional competence, strategies of communication and assimilation and

teacher-induced errors. As teachers of English as a foreign language, we should improve the way we teach to reduce the errors which are always made by the learners.

There are three types of error which used in this study to identify the error of the students. Corder in Ellis (1994) categorizes three types of error depending on their systematization as presented in the table below:

Table 2.3. Type of Error of the Learner (Corder in Ellis, 1994)

No	Types	Indicators
1	Pre-systematic	The larner not aware of particular rule
2	Systematic	The learner applied the incorrect rule
3	Post-systematic	The learner applied the correct rule but perform it inconsistenly

B.   Previous Relevant Studies

In this part, the researcher present some studies which have similiar topic with researcher's study. Dealing with this study, there are two theses which are previously conducted by some researchers before. Those studies are presented below:

The research entitled "Error Analysis of Silent Letters "H" and "W" in English words by Non-English Department Students" by Triyoga (2018) to find out the types of error made by non-English Department Students in pronouncing silent letter "H" and "W" in English words. In this study, the researcher applied a purposive sampling method.

The second is entitled "Error Analysis of Sundanese English Pronunciation on Fricatives Sound" by Fauzi (2014) is conducted to find out the errors that frequently made by Sundanese students of English Letters Department

in the year 2013 in Syarif Hidayatullah State Islamic University Jakarta, who already took a pronunciation class, in pronouncing a fricative sound. The focus of this study is on the freshman students who have Sundanese cultural background to know their accuracy in pronouncing some fricative's words. The collected data were analyzed through descriptive analysis technique and the researcher was involved in the process of collecting data by observing the respondents, recording their pronunciation, and analyzing the error on their pronunciation. In conclusion, the researcher finds that Sundanese student of English Letter Department made some errors omission and addition on the vowels and consonant sounds except the fricative sounds on their pronunciation. Then, the error of selection occurs both on the fricative sounds and the rest of the sounds.

The studies previously mentioned have contributions for the researcher to develop his ideas on this study. The first research and the second research help the researcher to do error analysis.

C. Conceptual Framework

```
                    ┌─────────────────────┐
                    │     Lingusitics     │
                    └─────────────────────┘
                               │
      ┌──────────────┬─────────┴──────────┬──────────────┐
      ▼              ▼                     ▼              ▼
┌───────────┐ ┌─────────────┐     ┌──────────────┐ ┌─────────────┐
│  Syntax   │ │  Phonetics  │     │  Morphology  │ │  Semantics  │
└───────────┘ └─────────────┘     └──────────────┘ └─────────────┘
                     │
                     ▼
              ┌─────────────┐
              │  Phonology  │
              └─────────────┘
                     │
                     ▼
              ┌───────────────┐
              │ Pronunciation │
              └───────────────┘
                     │
                     ▼
              ┌────────────────┐
              │ Silent Letters │
              └────────────────┘
```
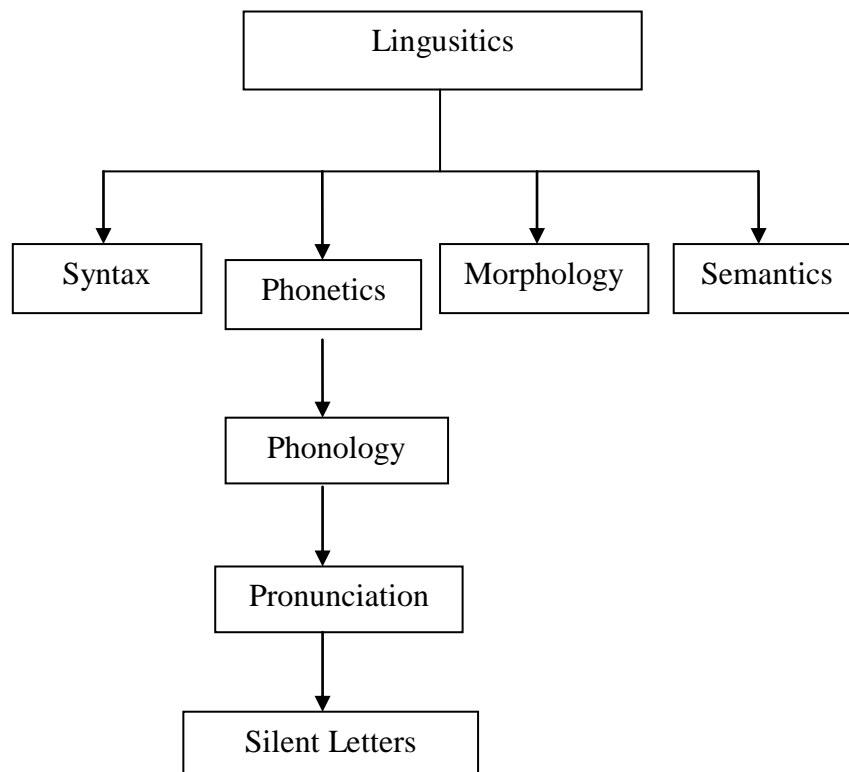
Commonly many students wrong in pronouncing the word. Especially containing silent letters. Some of students incorrect to pronounce them. Because silent letter is an informal term for a letter of the alphabet (or a letter combination) that is usually left unpronounced. for example when they want to say "fruit" the alphabet "i" is exist there, but not litle of them pronouncing with "i". And as we know that "i" is silent letters in that word. In this research, the researcher will research students' error in pronouncing the word containing silent letters. Because many case found if the learners have low motivation in learning English because they think that English is a difficult subject. That is why they not really understand about english subject. And many of them have no confidence

because they rarely to speak English. Not only that, the learners think that English is difficult to pronounce because there are different sound system between English and their language. For example, in their home they will using bahasa or using javanese so that they feel difficult to speak English. They pronounce the word based on their mind without learning to understanding the correct pronunciation.

CHAPTER III

METHOD OF RESEARCH

A. Research Design

Error Analysis is considered as qualitative research. In this research, the researcher use qualitative research to support the study. According to (Creswell, 2007) qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to social or human problem. The researcher use descriptive qualitative in this research. Descriptive research conducts to describe information of the real condition and situation. The information focus on students' error in pronouncing the words containing silent letters made by second grade students.

B. Source of the Data

Source of the data in this research obtained from words containing silent letters. The words are taken from second grade students book. The analysis focused on students error in pronouncing the words containing silent letters.

C. Subject of the Study

The subject of the study are students in second grade students. The total number of students are 40 students.

D. Technique of Collecting data

In collecting data, the researcher use observation technique to collect the data. According to Susan Stainback, (Sugiyono:2016) states: "in participant observation, the researcher observes what people do, listen to what they say, and participates in their activities".

During the observation the researcher using a voice recorder, English pronunciation Dictionary, and the test sheet to collect the data. English Pronounciation Dictionary used to find the correct pronounciation of the words. Then, the test sheet containing list of words and a sound recorder prepared to collect the data. The researcher asked the students' to read the words and their pronunciation will recordered.

E. Technique of Data Analysis

Bogdan (2016) in Sugiono "Data analysis is the process of systematically searching and arranging the interview transcripts, fieldnotes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discoveres to others.

Data analysis is the process of searching and arranging the data that get from interview so that increase understanding and the invention can inform to others.

In analyzing the data, Miles and Huberman theory was applied. Miles and Huberman (2016) in Sugiono said that qualitative data analysis consist of

three procedures. The procedures of the data was analyzed based on the following steps.

1. Data Reduction

The first steps of data analysisis is data reduction. It refers to the process of focusing, and simplifiying. Choose the main things and focusing the important thing. The researcher get the data from analysis students' about their pronunciation. The researcher focus on silent letters.

2. Data Display

Data display is the process to simplify the data in form of table or grafic to analyze the data so that make more understanding. Looking at the displays can helps us to understand what is happening and to do something further or take action based on understanding Drawing and verifying conclusion

3. Drawing the Conclusion and Verification

The last step in analyzing the data is Drawing the Conclusion and Verification. It has to conclude all of data, so that is become clearly. The conclusion has able to answer the formulation of the problem that formulate from the beginning.

CHAPTER IV

DATA ANALYSIS AND FINDINGS

A. Data

The data were collected by using words list and the students were given 15 words containing silent letters. The researcher analyse three types of error consist of pre systematic errors, systematic error, and post-systematic error.

B. Data Analysis

There are 3 types of error that Corder categorize as stated in chapter 2. There are pre-systematic error which occurs when the learner not aware of particular rule, systematic error occurs when the learner applied the incorrect rule and post systematic error occurs when the learner applied the correct rule but perform it inconsistenly.

Table 4.1. Result of Students Pronunciation

No	Initial Students Name	Students Pronunciation														
		Hour	Wrap	Wrong	Know	Honest	Listen	Fruit	Morning	Talk	Answer	High	Sign	Hope	Climb	Line
1	AP	/hɔur/	/wrap/	√	√	/hɒnes/	/liztən/	/fruit/	✓	√	√	/hig/	/sin/	√	✓	√
2	AR	/hɔur/	✓	✓	√	/hɒnes/	/listen/	/fruit/	/mərning/	/tɒlk/	/ənswər/	/haig/	/sin/	√	√	√
3	DN	/hɒr/	√	√	√	/hɒnes/	/listen/	/fruit/	/morning/	√	ənswər/	/haig/	/sin/	√	/klim/	√
4	DI	√	√	√	√	/hɒnes/	/listen/	/fruit/	/mərning/	/təlk/	√	/hig/	/sin/	√	/klim/	√
5	EP	√	√	√	/know/	/hɒnist/	√	/fruit/	/morning/	/talk/	/ənswər/	/hig/	/sin/	√	/klim/	√
6	FW	/hɒr/	/wræp/	/wrɒŋ/	√	/hɒnist	/listen/	/fruit/	/mərning/	/talk/	/ənswər/	/haig/	/sin/	√	/klim/	√
7	FF	/hɒr/	/wræp/	√	/know/	/hɒnes/	/listen/	/fruit/	/mərning/	/təlk/	/ənswər/	/hig/	/sin/	√	/klim/	√
8	HD	√	/wrap/	√	/know/	/hɒnes/	√	/fruit/	√	√	√	/haig/	/sin/	√	/klim/	√
9	JS	/hɒr/	√	√	/know/	/hɒnes/	√	√	√	/təlk/	√	/hig/	/sin/	√	/klim/	√
10	JSM	√	/wrap/	/ wrɒŋ/	√	✓	√	/fruit/	√	/təlk/	√	/haig/	√	√	/klim/	√
11	BP	√	/wræp/	√	√	✓	√	√	√	√	√	/haig/	/sin/	√	/klim/	✓
12	IL	/hɔur/	/wræp/	/ wrɒŋ/	√	/hɒnes/	√	/fruit/	/morning/	/təlk/	/ənswər/	√	√	√	/klim/	√
13	JKT	√	√	√	/knɒw/	/hɒnes/	√	/fruit/	√	/təlk/	√	√	√	√	/klim/	√
14	HK	√	/wræp/	/ wrɒŋ/	/know/	✓	/liztən/	/fruit/	√	√	/ənswər/	/haig/	/sin/	√	√	√
15	KAT	√	√	√	√	/hɒnist/	/liztən/	/fruit/	/mərning	/təlk/	/ənswər/	/hig/	/sin/	√	√	√
16	SSH	/hɔur/	√	/ wrɒŋ/	√	/hɒnes/	/liztən/	√	/mərning	/təlk/	/ənswər/	/haig/	/sin/	√	/klim/	√
17	BP	✓	/wrap/	√	√	/hɒnist/	/liztən/	√	√	√	/ənswər/	/hig/	/sin/	√	/klim/	√

18	CA	/hɔur/	/wræp/	√	√	✓	√	/fruit/	√	√	√	/hig/	/sin/	√	√	√
19	DDK	/hɒr/	/wrap/	/ wrɒŋ/	√	/hɒnes/	/listen/	/fruit/	/morning/	√	√	/hig/	/sin/	√	/klim/	√
20	PAR	√	/wræp/	√	/know/	√	√	/fruit/	√	/təlk/	√	/hig/	/sin/	√	√	√
21	AF	√	√	√	√	/hɒnist/	√	√	√	/təlk/	/ənswər/	/haig/	/sin/	√	√	√
22	GST	√	√	√	√	✓	/listen/	/fruit/	√	/təlk/	/ənswər/	/haig/	/sin/	√	/klim/	/lin/
23	IN	/hɒr/	√	√	/knɒw/	/hɒnes/	/liztən/	√	/morning/	/talk/	/ənswər/	/hig/	√	√	√	√
24	PA	/hɔur/	/wræp/	√	/knɒw/	✓	/listen/	/fruit/	√	/talk/	✓	/hig/	/sin/	√	/klim/	√
25	SDW	√	/wrap/	/ wrɒŋ/	√	/hɒnist/	√	√	√	/təlk/	/ənswər/	/hig/	√	√	/klim/	√
26	SJ	/hɒr/	/wrap/	√	/knɒw/	√	√	/fruit/	/morning/	√	√	/haig/	/sin/	√	/klim/	√
27	SN	√	√	/ wrɒŋ/	/knɒw/	✓	/liztən/	/fruit/	√	/təlk/	√	/haig/	/sin/	√	√	/lin/
28	STA	/hour/	/wrap/	/ wrɒŋ/	√	/hɒnes/	/listen/	/fruit/	/morning/	√	√	/haig/	/sin/	√	√	√
29	ZP	√	√	√	/know/	/hɒnist/	/listen/	/fruit/	/morning/	/təlk/	/ənswər/	/haig/	√	√	/klim/	√
30	ZMS	/hɒr/	/wræp/	/ wrɒŋ/	√	/hɒnes/	/liztən/	√	/morning/	/təlk/	/ənswər/	/haig/	/sin/	√	/klim/	√
31	FH	√	/wræp/	√	/know/	/hɑnist/	√	√	/morning/	/təlk/	√	/hig/	/sin/	√	/klim/	√
32	MP	√	/wrap/	/ wrɒŋ/	√	✓	√	/fruit/	√	√	√	√	√	√	/klim/	√
33	HNPR	√	√	√	/know/	/hɒnes/	/listen/	/fruit/	√	√	√	√	/sin/	√	√	√
34	RAP	√	/wrap/	/ wrɒŋ/	/knɒw/	✓	√	/fruit/	√	√	/ənswər/	√	√	√	/klim/	√
35	RIP	√	√	√	/knɒw/	/hɒnes/	√	√	√	√	√	/hig/	/sin/	√	/klim/	✓
36	SSW	/hɒr/	/wræp	√	/know/	/hɒnes/	/listen/	√	/morning/	√	√	√	√	√	/klim/	/lin/
37	SA	/hɔur/	√	/ wrɒŋ/	/know/	✓	√	/fruit/	/morning/	/talk/	/ənswər/	/hig/	/sin/	√	/klim/	√

38	SRK	√	/wrap/	√	√	✓	/listen/	√	√	/talk/	√	/hig/	/sin/	√	√	√
39	MAL	/hɒr/	√	√	/know/	/hɒnist/	/liztən/	/fruit/	√	√	/ənswər/	/haig/	/sin/	√	√	√
40	WK	/hɒr/	√	√	√	/hɒnes/	√	/fruit/	√	/təlk/	√	/hig/	/sin/	√	/klim/	√

1. **Types of Error**

Table 4.2. Types of Error

No	Words	Types of Error		
		Pre-systematic	Systematic	Post-systematic
1	Hour	8	11	-
2	Wrap	11	11	-
3	Wrong	13	-	-
4	Know	12	7	-
5	Honest	18	9	-
6	Listen	13	9	-
7	Fruit	28	-	-
8	Morning	12	6	-
9	Talk	7	17	-
10	Answer	19	-	-
11	High	18	16	-
12	Sign	31	-	-
13	Hope	-	-	-
14	Climb	27	-	-
15	Line	3	-	-

Table 4.3. Percentage of Frequency Types of Error

No	Types of Error	Frequency	Percentage
1	Pre-systematic	220	71,89 %
2	Systematic	86	28,10%
3	Post-systematic	-	0 %

Based on the table above, the researcher found the words that include the types of error. Most of students made pre-systematic error and systematic error. No students made post-systematic error. In the word of "hour", there are 19 pronunciation error made by students. 8 pronunciation error include pre-systematic and 11 pronunciation error include systematic. There are 22 pronunciation error made by students. 11 pronunciation error include pre-systematic error and 11 include systematic error. The word of "wrong", there are 13 pronunciation error made by students. And it include pre-systematic error. no students wrong in systematic error and post-systematic error in the word of "wrong". There are 19 students are wrong in pronouncing the word of "know", 12 pronunciation error include pre-systematic and 7 pronunciation error include systematic. The word of "honest", there are 27 pronunciation error made by students. 18 pronunciation error include pre-systematic and 9 pronunciation error include systematic error.

The word of "listen", there are 22 pronunciation error made by students. 13 pronunciation error include pre-systematic and 9 pronunciation error include systematic. There are 28 pronunciation error made by students in the word of "fruit". And it could pre-systematic error. No students are wrong in systematic and post-systematic error. in the word of "morning", there are 18 pronunciation error made by students. 12 pronunciation error made by students in pre-systematic error and 6 pronunciation error include systematic. The word of "talk", there are 24 pronunciation error made by students. 7 pronunciation error include pre-systematic and 17 pronunciation error include systematic. The word of "answer",

there are 19 pronunciation error made by students. It include pre-systematic error and no students made systematic and post-systematic error.

There are 34 pronunciation error made by students in the word of "high". 18 pronunciation error include pre-systematic and 16 pronunciation error include systematic. 31 pronunciation error made by students in the word of "sign". It include pre-systematic error. There are no students are wrong in the word of "hope". 27 pronunciation error made by students in the word of "climb". And it include pre-systematic error. No students are wrong in systematic and post-systematic error. There are 3 pronunciation error made by students in the word of "line" and it include pre-systematic error. No students are wrong in systematic and post-systematic error. From the words were given to students, there are no students are wrong in post-systematic error.

There are 220 pronunciation error made by students in pre-systematic error with percentage 71,89% and 86 pronunciation error made by students in systematic error with percentage 28,10%.

1. **Form of Students Error in Pronouncing the Words Containing Silent Letters**

In the word "hour", 19 pronunciation error made made by students by pronouncing "hour" to be /hɔur/ and /hɒr/ instead of the correct pronunciation /'aʊə/. In the next word is " wrap", 22 pronunciation error made by students. Some of them pronounce /wrap/ and /wræp/ instead of the intended pronunciation is /ræp/.

In the word "wrong" there are 13 pronunciation error made by students in this word. They pronounce /wrɒŋ/ instead of the correct pronunciation is /rɒŋ/. The word of "know". 19 pronunciation error made by students and they pronounce two similiar pronunciation errors which are /knɒw/ and /knɒw/ . Meanwhile the intended pronunciation of "know" is /nəʊ/. Then, in the word "honest', 27 pronunciation error made by students. They pronounce two form of pronunciation error. The intended pronunciation of the word "honest" is /'ɒnist/ and the error form are pronounced as /hɑnes/ and /hɒnist/. The letter H is silent letter in the word of honest, it exist in the word but unpronounced. students pronounce the letter h clearly meanwhile the letter h is silent letter.

There are 22 pronunciation error made by students in pronouncing the word "listen". The word pronounce as /liztən/ and /listən/ instead of the correct pronunciation is /lisən/. 28 pronunciation error in the word of "fruit". Most of them pronounce /fruit/ instead of the correct one is /'fru:t/. Students pronounce the letter i clearly, meanwhile the letter i is silent letter and unpronounced in the word although it exist in the word. Then, the word of "morning". 18 pronunciation error made by students. They pronounce the letter "r" clearly. Instead of the correct is /'mɔ:niŋ/. Some of them pronounce /morning/ and /mərning/. In the word "talk" 24 pronunciation error made by students in this word. Some of them pronounce /təlk/ and /tɒlk/ instead of the correct one is /tɔ:k/. In the word "answer", there are 19 pronunciation error made by students. The students pronounced the word as /answər/ Instead of the correct pronunciation from "answer" is /'ɑ:nsə/.

Most of students are wrong in pronounce the word "high". And they pronounce the letter of "g" clearly. They pronounce "haig" and "hig" in the word of "high". Instead of the correct pronunciation of "high" is /hai/. Because gh is silent letter so that the letter of "gh" omitted when pronoucing the word. There are 34 pronunciation error made made by students in the word of "high". The word "sign" there are 31 pronunciation error made by students. In performing pronunciation errors, the students pronounce /sin/ instead of the correct pronunciation is /sain/. The are no sudents wrong in the word of "hope". There are 27 pronunciation error made by students in pronouncing the word of "climb". They pronounced /klim/ instead of the correct pronunciation is /klaim/. And the last is the word of "line". 3   pronunciation error made by students. They pronounce /lin/ meanwhile the correct pronunciation is /lain/.

2. The Reason Why the Students Make Error in Pronouncing the Words Containing Silent Letters

From the data, researcher can analyze the reason students made error in pronouncing the words containing silent letter. There are:

1. Lack of exposure to English listening vocabulary

   Based on the facts, there are so many people who cannot understand what other people say in English as a whole, they still confused when other people using a fairly fast speech speed, so that too difficult to understand what people say. It's because they don't like to hear speaking English and they still low motivation for that.

2. Habit of producing wrong sounds of the given words.

   They always produce wrong sounds of the given words because as they know the word that they pronounce is the correct pronunciation. They applied the incorrect rule. The pronounce the words based on their mind without learning how to pronounce the words correctly.

3. Lack of interest in learning English pronunciation.

   Lack of interesting in English pronunciation because English is not our first language. They can communicate with others without english language. Therefore, they sometimes feel strange to pronounce English word.

C. Research Findings

After analyzing all the data obtained, the researcher found types of error are made by students are pre-systematic error and systematic error. In the word of "hour", there are 19 pronunciation error made by students. 8 pronunciation error include pre-systematic and 11 pronunciation error include systematic. There are 22 pronunciation error made by students. 11 pronunciation error include pre-systematic error and 11 include systematic error. The word of "wrong", there are 13 pronunciation error made by students. And it include pre-systematic error. no students wrong in systematic error and post-systematic error in the word of "wrong". There are 19 students are wrong in pronouncing the word of "know", 12 pronunciation error include pre-systematic and 7 pronunciation error include systematic. The word of "honest", there are 27 pronunciation error made by

students. 18 pronunciation error include pre-systematic and 9 pronunciation error include systematic error.

The word of "listen", there are 22 pronunciation error made by students. 13 pronunciation error include pre-systematic and 9 pronunciation error include systematic. There are 28 pronunciation error made by students in the word of "fruit". And it could pre-systematic error. No students are wrong in systematic and post-systematic error. in the word of "morning", there are 18 pronunciation error made by students. 12 pronunciation error made by students in pre-systematic error and 6 pronunciation error include systematic. The word of "talk", there are 24 pronunciation error made by students. 7 pronunciation error include pre-systematic and 17 pronunciation error include systematic. The word of "answer", there are 19 pronunciation error made by students. It include pre-systematic error and no students made systematic and post-systematic error.

There are 34 pronunciation error made by students in the word of "high". 18 pronunciation error include pre-systematic and 16 pronunciation error include systematic. 31 pronunciation error made by students in the word of "sign". It include pre-systematic error. There are no students are wrong in the word of "hope". 27 pronunciation error made by students in the word of "climb". And it include pre-systematic error. No students are wrong in systematic and post-systematic error. There are 3 pronunciation error made by students in the word of "line" and it include pre-systematic error. No students are wrong in systematic and post-systematic error. From the words were given to students, there are no students are wrong in post-systematic error.

There are 220 pronunciation error made by students in pre-systematic error with percentage 71,89% and 86 pronunciation error made by students in systematic error with percentage 28,10%.

There are several reason why students made error in pronouncing the word containing silent letters. First of all, Lack of exposure to English listening vocabulary. Based on the facts, there are so many people who cannot understand what other people say in English as a whole, they still confused when other people using a fairly fast speech speed, so that too difficult to understand what people say. It's because they don't like to hear speaking English and they still low motivation for that. Secondly is Habit of producing wrong sounds of the given words. They always produce wrong sounds of the given words because as they know the word that they pronounce is the correct pronunciation. They applied the incorrect rule. The pronounce the words based on their mind without learning how to pronounce the words correctly. The last is lack of interest in learning English pronunciation. Because English is not our first language. They can communicate with others without english language. Therefore, they sometimes feel strange to pronounce English word.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the analysis, the researcher concludes that the students made errors in pronunciation of the words containing silent letters. From the data analysis, the conclusions are:

1. After analyzing all the data obtained, the researcher found types of error made by students are pre-systematic error and systematic error. From the data obtained, the dominant error made by students is Pre-systematic error.

2. The form of students error are:

   In the word "hour", 19 pronunciation error made made by students by pronouncing "hour" to be /hɔur/ and /hɒr/ instead of the correct pronunciation /'aʊə/. In the next word is " wrap", 22 pronunciation error made by students. Some of them pronounce /wrap/ and /wræp/ instead of the intended pronunciation is /ræp/.

   In the word "wrong" there are 13 pronunciation error made by students in this word. They pronounce /wrɒŋ/ instead of the correct pronunciation is /rɒŋ/. The word of "know". 19 pronunciation error made by students and they pronounce two similiar pronunciation errors which are /knɒw/ and /know/ . Meanwhile the intended pronunciation of "know" is /nəʊ/. Then, in the word "honest', 27 pronunciation error made by students. They

pronounce two form of pronunciation error. The intended pronunciation of the word "honest" is /ˈɒnɪst/ and the error form are pronounced as /hɑnes/ and /hɒnɪst/. The letter H is silent letter in the word of honest, it exist in the word but unpronounced. students pronounce the letter h clearly meanwhile the letter h is silent letter.

There are 22 pronunciation error made by students in pronouncing the word "listen". The word pronounce as /lɪztən/ and /lɪstən/ instead of the correct pronunciation is /lɪsən/. 28 pronunciation error in the word of "fruit". Most of them pronounce /fruit/ instead of the correct one is /ˈfruːt/. Students pronounce the letter i clearly, meanwhile the letter i is silent letter and unpronounced in the word although it exist in the word. Then, the word of "morning". 18 pronunciation error made by students. They pronounce the letter "r" clearly. Instead of the correct is /ˈmɔːnɪŋ/. Some of them pronounce /morning/ and /mərning/. In the word "talk" 24 pronunciation error made by students in this word. Some of them pronounce /təlk/ and /tɒlk/ instead of the correct one is /tɔːk/. In the word "answer", there are 19 pronunciation error made by students. The students pronounced the word as /answər/ Instead of the correct pronunciation from "answer" is /ˈɑːnsə/.

Most of students are wrong in pronounce the word "high". And they pronounce the letter of "g" clearly. They pronounce "haig" and "hig" in the word of "high". Instead of the correct pronunciation of "high" is /hai/. Because gh is silent letter so that the letter of "gh" omitted when

pronoucing the word. There are 34 pronunciation error made made by students in the word of "high". The word "sign" there are 31 pronunciation error made by students. In performing pronunciation errors, the students pronounce /sin/ instead of the correct pronunciation is /sain/. The are no sudents wrong in the word of "hope". There are 27 pronunciation error made by students in pronouncing the word of "climb". They pronounced /klim/ instead of the correct pronunciation is /klaim/. And the last is the word of "line". 3 pronunciation error made by students. They pronounce /lin/ meanwhile the correct pronunciation is /lain/.

3. The reason students make error in pronouncing the words containing silent letter. There are:

1. Lack of exposure to English listening vocabulary

2. Habit of producing wrong sounds of the given words.

3. Lack of interest in learning English pronunciation.

B. Suggestion

a. The teacher should give much practice about students pronunciation and explain the letter that omitted and the letter should pronounce. Therefore students can apply their knowledge in the real context of pronunciation and their pronunciation will be better than before.

b. For other researcher, by seeing the types of error made by students in pronouncing the words containing silent letter, they can provide same

techniques that can be applied by students to increase appropriately in other cases or pronunciation.

REFERENCES

Brinton, Laurel J. & Donna M. Brinton. (2010).*The Linguistics Structure of Modern English*.Philadelphia: John Benjamins Publishing Company.

Creswell, Jhon. (2007). *Research Design Qualitative,Quantitative, and Mixed Methods Approaches*. Sage Publication Inc.

Carney, Edward. (2012).*A Survey of English Spelling*. New York: Routledge.

Ellis, Rod. (1994). *The Study of Second Language Acquisition* (Oxford Applied Linguistics). Philadhelpia: Oxford University Press.

Gilakjani, Abbas P. (2016). *English Pronunciation Instruction*: A Literature Reviw. Lahijan Branch, Islamic Azad University, Lahijan, Iran.

Hasyim, sunardi. (2002). *Error Analysis in the Teaching of English.*Jurusan Sastra Inggris, Fakultas Sastra, Universitas Kristen Petra.

Hyman, Lary M. (2018). *Phonology Theory and Analysis*. Holt, Rineheart and Winston.

Kelly, Gerald. (2000). *How to Teach Pronunciation*. Blueston Press, Charlbury, Oxfordshire, UK.

Mahaputra, Bishnu P. (2017). *The Problem of Silent Letters in ESL Teaching and Learning*. Dept. Of Basic Science & Humanities.

Mcmahon, April. (2002). *An Introduction to English Phonology*. Edinbugh University Press.

Muslich, Masnur. (2008). *Fonologi.* Bumi Aksara.
Sahulata, Daniel. (1988). *An Introduction To Sounds And Sounds Systems Of English.* Departemen Pendidikan Dan Kebudayaan Direktorat Jenderal Pendidikan Tinggi Pengembangan Lembaga Pendidikan Tenaga Kependidikan Jakarta.

Sugiono. (2016). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D.* Alfabeta, cv
Syafei, Anas. (1988). *English Pronunciation: Theory and Practice.* Department Pendidikan dan Kebudayaan Direktorat Jenderal Pendidikan Tinggi Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan Jakarta.

LAMPIRAN

Words Given to Students

No	Words
1	Hour
2	Wrap
3	Wrong
4	Know
5	Honest
6	Listen
7	Fruit
8	Morning
9	Talk
10	Answer
11	High
12	Sign
13	Hope
14	Climb
15	Line

Error Categorize

No	Words	Students Pronunciation	Correct Pronunciation	Types of Error
1	Hour	/hɔur/	/'aʊə/	Pre-systematic
		/hɒr/		Systematic
2	Wrap	/wrap/	/ræp/	Pre-systematic
		/wræp/		Systematic
3	Wrong	/wrɒŋ/	/rɒŋ/	Pre-systematic
		-		-
4	Know	/know/	/nəʊ/	Pre-systematic
		/knɒw/		Systematic
5	Honest	/hɒnes/	/'ɒnist/	Pre-systematic
		/hɒnist/		Systematic
6	Listen	/listen/	/lisən/	Pre-systematic
		/liztən/		Systematic
7	Fruit	/fruit/	/'fruːt/	Pre-systematic
		-		-
8	Morning	/morning/	/'mɔːniŋ/	Pre-systematic
		/mərning		Systematic
9	Talk	/talk/	/tɔːk/	Pre-systematic
		/təlk/		Systematic
10	Answer	/ənswər/	/'ɑːnsə/	Systematic
		-		-
11	High	/hig/	/hai/	Pre-systematic
		/haig/		Sytematic
12	Sign	/sin/	/sain/	Pre-systematic

		-		-
13	Hope	/hope/	/ˈhəʊp/	Pre-systematic
		-		-
14	Climb	/klim/	/klaim/	Pre-systematic
15	Line	/lin/	/lain/	Pre-systematic

Form : K – 1
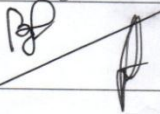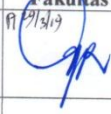
Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Rafika Pratiwi
NPM   : 1502050031
Prog. Studi   : Pendidikan Bahasa Inggris
Kredit Kumulatif : 138 SKS
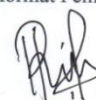
IPK= 3,45

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	Students' Error in Pronuncing the Words Containing Silent Letters	
	An Analysis English Contraction Used in Caption by Instagram Users	
	An Analysis of Slang Words Among UMSU's Collager in Their Daily Communication	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 06 Maret 2019
Hormat Pemohon,

Rafika Pratiwi

Keterangan:
Dibuat rangkap 3 : - Untuk Dekan/Fakultas
                             - Untuk Ketua/Sekretaris Program Studi
                             - Untuk Mahasiswa yang bersangkutan

Form K-2

Kepada :Yth.Bapak/ Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa : Rafika Pratiwi
NPM : 1502050031
Pro. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

Students' Error In Pronouncing the Words Containing Silent Letters

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu :

Erindawaty, S.Pd., M.Pd.   Acc 08/04-2019

Sebagai Dosen Pembimbing Proposal/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 04 April 2019
Hormat Pemohon,

Rafika Pratiwi

Keterangan
Dibuat rangkap 3 : -   Asli untuk Dekan/Fakultas
-   Duplikat untuk Ketua / Sekretaris Jurusan
-   Triplikat Mahasiswa yang bersangkutan

Nomor   : 803 /II.3/UMSU-02/F/2019
Lamp   : ---
H a l   : Pengesahan Proyek Proposal
                 Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :.
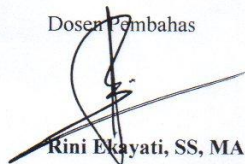
Nama   : Rafika Pratiwi
N P M   : 1502050031
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : Students' Error In Pronouncing the Wird Contaning Silent Letters.

Pembimbing   : Erlindawati, S.Pd, M.Pd

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :
1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 8 April 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Medan, 03 Sya'ban 1440 H
08 April   2019 M

Dekan

Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

Dibuat rangkap 4 (empat) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
   WAJIB MENGIKUTI SEMINAR

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi	: Universitas Muhammadiyah Sumatera Utara
Fakultas	: Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi	: Pendidikan Bahasa Inggris
Nama Lengkap	: Rafika Pratiwi
N.P.M	: 1502050031
Program Studi	: Pendidikan Bahasa Inggris
Judul Proposal	: Students' Error in Pronouncing the Words Containing Silent Letters

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
3/4 – 19	Chapter I - Background of the Study - Formulation of the Problem	
10/4 – 19	Chapter II - Review of Literature - Conceptual Framework	
26-4-19	Chapter III - Technique of Data Analysis	
30/4 – 19	Reference.	

Diketahui oleh:
Ketua Prodi

Medan,   April 2019

Dosen Pembimbing

(Mandra Saragih, S.Pd., M.Hum.)

(Erlindawaty, S.Pd, M.Pd)

بسم الله الرحمن الرحيم

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminar oleh mahasiswa di bawah ini:

Nama Lengkap   : Rafika Pratiwi

N.P.M   : 1502050031

Program Studi   : Pendidikan Bahasa Inggris

Judul Proposal   : Students' Error in Pronouncing the Words Containing Silent Letters

Pada hari Selasa tanggal 14 bulan Mei tahun 2019 sudah layak menjadi proposal skripsi.
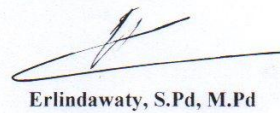
Medan, 8 Juli 2019

Disetujui oleh:
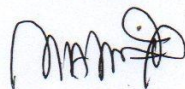
Dosen Pembahas   Dosen Pembimbing

Rini Ekayati, SS, MA   **Erlindawaty, S.Pd, M.Pd**

Diketahui oleh
Ketua Program Studi,

Mandra Saragih, S.Pd., M.Hum.

SURAT KETERANGAN

Nomor: 2724./KET/II.9-AU/UMSU-P/M/2019

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama	:	**Rafika Pratiwi**
NPM	:	**1502050031**
Fakultas	:	**Keguruan dan Ilmu Pendidikan**
Jurusan/ P.Studi	:	**Pendidikan Bahasa Inggris**

telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 4 Muharram 1441 H
04 September 2019 M
Kepala UPT Perpustakaan,

Muhammad Arifin, S.Pd, M.Pd

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini ..Selasa. Tanggal 14. Bulan .05. Tahun 2019 diselenggarakan seminar prodi
Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Rafika Pratiwi
N.P.M : 1502050031
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Students' Error in Pronouncing the Words Containing Silent Letters

No	Masukan dan Saran
Judul	✓
Bab I	- Background : not state the problem about the
Bab II	some references not being state in the reference text, but are used in chapter II
Bab III	- Source of Data not there in the proposal
Lainnya	Consider the four of the analysis, is it phonological based or morphological based ?
Kesimpulan	[ ] Disetujui [ ] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Rini Ekayati, SS, MA)

Dosen Pembimbing

(Erlindawaty, S.Pd, M.Pd.)

Panitia Pelaksana

Ketua

(Mandra Saragih, S.Pd., M.Hum.)

Sekretaris

(Pirman Ginting, S.Pd., M.Hum.)

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Muchtar Basri No. 3 Medan 20238 Telp. (061) 6622400
Website: http://fkip.umsu.ac.id   E-mail: fkip@yahoo.co.id

Nomor   : 4563 /II.3/UMSU-02/F/2019
Lamp   : ---
H a l   : Mohon Izin Riset

Medan, 07 Dzulqaidah 1440 H
        10 Juli   2019 M

Kepada Yth, Bapak/Ibu Kepala
SMP Negeri 3 Kualuh Selatan
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama   : Rafika Pratiwi
N P M   : 1502050031
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitia : Students' Error in Pronouncing the Words Containing Silent Letters.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dekan

Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

** Pertinggal **

Tanjung Pasir, 30 Juli 2019

Nomor : 421/210/SMP.3/PP/2019

Lamp. : -

Hal : Pemberian Izin Riset

Yth. Bapak Dekan FKIP

Universitas Muhammadiyah Sumatera Utara

Di tempat

Menindaklanjuti surat Bapak Nomor: 4563/ II.3/UMSU-02/F/2019 tanggal 10 Juli 2019 tentang perihal tersebut pada pokok surat, dengan hormat kami sampaikan bahwa demi kelancaran study pada prinsipnya kami tidak keberatan terhadap mahasiswi tersebut dibawah ini:

Nama : Rafika Pratiwi

N P M : 1502050031

Program Studi : Pendidikan Bahasa Inggris

Untuk melakukan penelitian/riset di SMP Negeri 3 Kualuh Selatan Kabupaten Labuhanbatu Utara untuk bahan penyusunan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan.

Demikian surat ini kami sampaikan agar dapat dimaklumi.

Kepala UPTD Satuan Pendidikan
SMP Negeri 3 Kualuh Selatan,

SUTRISMAN, S.Pd, M.Si
NIP. 19680412 199801 1 001

CURRICULUM VITAE

Name	: Rafika Pratiwi
NPM	: 1502050031
Date of Birth	: Panigoran, 11 January 1997
Gender	: Female
Religion	: Islam
Marital Status	: Single

Parents

Father	: Sutrisman
Mother	: Sapura
Religion	: Islam
Address	: Aek Kanopan

Education

Elementary School	: SD Negeri 010120 Asahan (2003-2009)
Junior High School	: SMP Negeri 1 Kualuh Hulu (2009-2012)
Senior High School	: SMA Negeri 1 Kualuh Hulu (2012-2015)
University	: Universitas Muhammadiyah Sumatera Utara (2015-2019)

Students' Error in Pronouncing the Words Containing Silent Letters

19	fkip-unswagati.ac.id Internet Source	<1%
20	Sang-Il Lee. "7. Phonology", Walter de Gruyter GmbH, 2012 Publication	<1%
21	Submitted to University of Southampton Student Paper	<1%
22	repository.uinib.ac.id Internet Source	<1%
23	Submitted to University of Arizona Student Paper	<1%
24	media.wiley.com Internet Source	<1%
25	Submitted to Universitas Muria Kudus Student Paper	<1%
26	eprints.uny.ac.id Internet Source	<1%
27	Rodolfo Delmonte. "Prosodic tools for language learning", International Journal of Speech Technology, 2010 Publication	<1%
28	Submitted to Sheffield Hallam University Student Paper	<1%
29	Perihan Korkut, Özkan Çelik. "Developing

pronunciation through creative drama", The Language Learning Journal, 2018
Publication
<1%

30 eprints.whiterose.ac.uk
Internet Source
<1%

31 repository.upi.edu
Internet Source
<1%

32 Submitted to Intercollege
Student Paper
<1%

33 www.cram.com
Internet Source
<1%

34 Submitted to iGroup
Student Paper
<1%

35 repository.radenintan.ac.id
Internet Source
<1%

36 repository.uinjkt.ac.id
Internet Source
<1%

37 digilib.iainlangsa.ac.id
Internet Source
<1%

38 Submitted to University of Northumbria at Newcastle
Student Paper
<1%

39 Submitted to Manuel S. Enverga University
Student Paper
<1%

40	Submitted to University of Malaya Student Paper	<1%
41	mudaanggie.blogspot.com Internet Source	<1%
42	ubrisa.ub.bw Internet Source	<1%
43	text-id.123dok.com Internet Source	<1%
44	www.repository.uinjkt.ac.id Internet Source	<1%
45	Submitted to CSU, Dominguez Hills Student Paper	<1%
46	repo.iain-tulungagung.ac.id Internet Source	<1%
47	digilib.unimed.ac.id Internet Source	<1%
48	Hanoi University Publication	<1%
49	Submitted to Trinity College Dublin Student Paper	<1%
50	etheses.uin-malang.ac.id Internet Source	<1%
51	idr.uin-antasari.ac.id Internet Source	