AN ERROR ANALYSIS OF STUDENTS' PRONUNCIATION SILENT LETTER AT THE SECOND SEMESTER OF ENGLISH EDUCATION RADEN INTAN STATE ISLAMIC UNIVERSITY OF LAMPUNG IN ACADEMIC YEAR OF 2019/2020

A Thesis
Submitted as a Partial Fulfillment of
The Requirements for S1-Degree

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ABSTRACT

This research was conducted based on the phenomenon happened in the university. The students has low ability in pronunciation. They got difficulty in pronouncing English words including silent letter. Therefore, this thesis discussed the error analysis in pronouncing silent letter. The purposes of this research was to classify the types of error made by the students which students made in pronouncing silent letter, to count the total of errors that students made and to know the source of errors. This research was conducted based on descriptive qualitative analysis. The subjects of the research were the students at the second semester of English Education Raden Intan State Islamic University of Lampung, while as the sample was H class which consisted of 29 students, it was considered by using purposive sampling technique. In collecting the data, this research asked the students to pronounce some words including silent letter while the researcher asked them to record their voice by voice note via Whatsapp message by online, because this research was done during the Covid-19 pandemic. Then, the researcher made transcription of their recording to be analyze of their errors in pronouncing plosive voiceless consonants based on Surface Strategy Taxonomy according to Dulay's theory. The result of the research showed that there were 4 types of errors those are omission, addition, misformation, and misordering. The total of errors were 343 errors' items which made by the students. The most common errors were addition which was 211 items or 61,51% made by the students, misformation was 84 items or 24,48%, omission was 46 items or 13,41% and misordering was 2 items or 0,58%, which meant it was the lowest while other errors' classification based on surface strategy taxonomy.

Keyword: Analysis, Pronunciation, Silent Letter, Surface Taxonomy.

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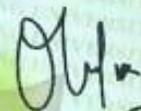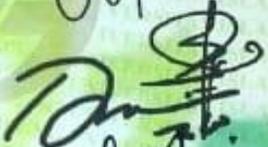
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DECLARATION

Hereby, I state this thesis entitled "An Error Analysis of Students' Pronunciation Silent Letter at the Second Semester of English Education Raden Intan State Islamic University of Lampung in Academic Year of 2019/2020" is definitely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

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Declared by

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MOTTO

<div dir="rtl">

مَنْ سَلَكَ طَرِيْقًايَلْتَمِسُ فِيْهِ عِلْمًا,سَهَّلَ اللهُ لَهُ طَرِيْقًا إِلَى الجَنَّةِ . رَوَاهُ مُسْلِم

</div>

"Barang siapa menempuh satu jalan (cara) untuk mendapatkan ilmu, maka Allah pasti

mudahkan baginya jalan menuju surga". (HR Muslim)

DEDICATION

This thesis is dedicated to all people who always pray and give support in finishing this paper for my success, they are:

1. My beloved Allah SWT who always give his full of rohmah and blessing and My Prophet Muhammad SAW who always guide me and take care of me to be a good person.

2. My beloved parents, my late father Mr. Hery Fitriyanto, S.E and my mother Mrs. Devi Charitasari, S.E who always has honestly sincerity to grow me up, educate, accompany, and pray for me until getting success and their greatest live and support for me at all until I can accomplish this script.

3. My beloved sister, Myrna Egha Melissa, who always motivate, support and pray for me.

4. My beloved almamater UIN Raden Intan Lampung.

CURRICULUM VITAE

The name of the researcher is Dhea Agisnandea. Her families and friends always call her name Dea. She was born in Bandar Lampung on August 30th, 1996. She is the first daughter of two children from her beloved parents, her late father Mr. Hery Fitriyanto, S.E and her mother Mrs. Devi Charitasari, S.E. She only has one sister, her name is Myrna Egha Melissa. She started her study at SDN 2 Sukabumi Bandar Lampung and graduated in 2008. After that, she continue to SMP Nusantara Bandar Lampung and graduated in 2011. Then, she continue at SMA Perintis 2 Bandar Lampung and graduated in 2014. In the same year she was registered as a student of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung, Majoring English Education.

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In accomplishing of this thesis, the researcher would like to deliver her sincerest gratitude to the following people:

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May Allah bless and give in return for every help they did to researcher and finally, it is expected that the thesis can be benefit to all. Aamiin.

Bandar Lampung,

The Reasercher

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TABLE OF CONTENT

CHAPTER I
INTRODUCTION

A. Background of the Problem

Language is a set rules used by human as tools of their communication. It is used to communicate ideas, feelings, beliefs, loves, knowledge, culture, etc. Language is very important when people want to express their ideas. Without language, people will have difficulties when they interact one to another. Patel states that language is a system of communications through which consist of a set of sounds and written symbols which are used by the people of a particular country for talking of writing.[1] Based on the statement above, it is clear that language is very important for people. Without language, people cannot interact one to another.

Brown said that language is more than a system of communication. It involves whole person, culture, educational, development communicative process.[2] The definition stresses on the social function of language and the fact that human use it to express themselves and to manipulate objects in their environment. It means that language is important thing for human life. It is used to deliver message from the speaker to the listener in interaction with their environment. English is recognized as

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[1] M. F.Patel, Preveen M. Jain, *English Language Teaching* (Methods, Tools, and Techniques) (Jaipur. Sunrice. 2008), P. 27-28
[2] H. Douglas Brown, *Teaching by principle An Interactive Approach to Language Pedagogy* (2nd Ed) (San Fransisco, Longman, 2001) p.70

undoubtedly the most important language to learn for the increasingly mobile international community.

Harmer in Bastias et.al states, some skills in language skills is hardly ever done in isolation, when a person has done a conversation to other person, they will listen as well as when they will speak, in order to interrelate with the person who told to get communication.[3] As mean of communication, English seems to be one of the main language of international. So, English plays important role in many aspects such as in education, politic, technology, tourism, commerce, and so forth.

In language learning, there are four skills, listening, speaking, reading and writing. One of language skills that have to be mastered by students in learning English is speaking. Speaking is the productive skill in the oral mode. The important things in speaking is pronunciation. The aspects of pronunciation that can be taught consist not only the segmental features like how to pronounce vowels and consonants correctly but also the supra segmental features such as rhythm and intonation. Teacher needs to realize how important pronunciation is. Students who cannot pronounce well cannot express what they really intend to and may lose their confidence. Pronunciation is one of the most difficult skills to acquire and learners should spend lots of time to improve their pronunciation.[4]

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[3] Munoz bastias, et.al, *Intregation of the Four Skills of the English Language and its Influence on the Performance of Influence of First Grade High School Students*, (Chillan: Universidad del bio bio, 2011), p.12

[4] Abbas Pourhosein Gilakjani*, English Pronunciation Instruction: A Literature Review,International Journal of Research in English Education* Vol 1, No 1 2016

Most of learners feel difficult to speak because they are shy, nervous, afraid to make mistake with their pronunciation, and unconfident to say something in English. Having a good pronunciation is important for learners. And they need to improve their ability. However, pronouncing the English sounds is not easy. This problem is due to the fact that most of English sounds do not exist in the Indonesian language. Moreover, mother tongue also affected to their English pronunciation. Therefore, pronunciation of English should be practiced by the students.

Pronunciation is one of the parts of language which is very essential. Nobody could understand the people with poor pronunciation even though their words and grammar are good. In addition, the crashed communication can be caused by the use of incorrect pronunciation. Moreover, being aware of correct pronunciation will give the advantage not only in production, but also the understanding of spoken language. Learning pronunciation is significant to the students in learning English. Pronunciation should be taught in the classroom. Pronunciation typically is not being taught independently, but it is usually taught in speaking or English lesson class.

For the students, pronunciation might be difficult because they are not the native speakers. The characteristics of English words are different from the Indonesian. In Indonesian language, most of the written words are the same as the words that we read. English words have many characteristics. The words that are written are not the same as at we read. Some of the words have totally different pronunciation from the original words.

To analyze an individual's pronunciation, there is study called phonology. According to McMahon is the language specific selection and organization of sounds to signal meanings.[5] Then, Odden also states that phonology is the study of sound structure in language, which is different from the study of sentence structure (syntax) or word structure (morphology), or how languages change over time (historical linguistics).[6] Phonology concern the rules of spoken language in a particular language. Those rules are different from one language to another.

Phonology is different from phonetics. According to Gut, phonetics deals with the production, properties and the perception of the speech sound of human languages, while phonology deals with how to speech sounds form a pattern in particular language.[7] One of main problems in Indonesia is the pronunciation of several English letters. A sound is produced varies from language to language. Some English words sound that are present in Indonesia are produced and pronounced in different way. It means that every individual has different way in pronouncing words.

In English phonology, it is very important to know how about the English words in vowels and consonants as the first division of speech sounds. There are some consonants that are not produced in English words although it is present when the letter in a word is written. Silent letter is a letter that appears in a particular word, but does

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[5] April McMahon, An Introduction to English Phonology (Edinburg: Edinburg University Press) 2002 p.2

[6] David Odden, *Introducing Phonology* (Cambridge: Cambridge University Press) 2005 p.2

[7] Gut Ulrike, *Introduction to English Phonetic and Phonology* (Frankfurt: Peter Lang) 2009 p.7

not correspond to any sound in the word's pronunciation. According to Podhaizer, letters that are not heard making their usual sound in a word as silent.[8] And also Carney states that silent letter as a condition where letters are often supposed to 'speak' to reader.[9] English words have many silent letters, and they can make the non-native speakers difficult to pronounce the words. Students should be aware of these kinds of silent letters.

The problems happened because the students are not exposed to pronunciation lesson seriously. The students might find the incorrectly common mistakes in silent letters words, because they usually read what have written in the text. In previous research conducted by Triyoga Tyas Utama, the title is Error Analysis of Silent Letters "H" and "W" In English Words by Non-English Department Students. In his research, there are 162 errors appeared in the test. The participants made 67 pronunciation errors in the words containing silent letter "h" and 95 pronunciation errors in the words containing "w". The students made two kinds of error: systematic error and pre-systematic error. In the pronunciation of words containing silent letter "h" in initial position, the students made 70% error, then the students performed 42.5% pronunciation error in the medial position and 55% pronunciation errors in the final position. There are 65% pronunciation errors performed by students. Within this category, the word "heir" and "cheetah" has 100% pronunciation errors.[10]

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[8] Podhaizer, Marry E, *Painless Spelling* (New York Baron's Educational Series) 1998 p.88
[9] Edward Carney, *A Survey of English Spelling* (London and NewYork: Routledge) 1994 p.40
[10] Triyoga Tyas Utama, *Error Analysis of Silent Letters "H" and "W" In English Words By Non-English Departement Students* (Sanata Dharma University) 2018

In another previous research conducted by Putu Ayumi, the title The Pronunciation of English Words Containing Silent Letter "G" by The Elementary and Advanced Level Students of English Made Easy (EME) English Course. In her research, for elementary level students' pronunciation, the percentage of pronunciation which silenced the silent letter "g" was much lower than pronunciation which failed to silence the silent letter "g". The words with "g,n" consonant letters got the highest percentage of correct of pronunciation, 78% and the words with "g,h,t" consonant letters got the lowest percentage of correct pronunciation, 6%. To be particular out of the 15 words, the words "design" and "foreign" were the two words that got the highest percentage of correct pronunciation, 90%. For the advanced level students' pronunciation, the percentage of pronunciation, which successfully silenced the letter "g" was higher than the percentage of pronunciation which failed to silence letter "g". Same as elementary level, the selected with "g,n" consonant letters got the highest percentage of correct pronunciation, 88% and the selected words with "g,h,t" consonant letters got the lowest percentage of correct pronunciation 52%. The word "design" and "daughter" got the highest percentage of correct pronunciation 100%.[11]

The last previous research conducted by Masterina Meta Sekarsarimurti. The title Javanese Students' Mispronunciation of English Words with The Silent Letter "B". Based on the results, the students failed to silenced the letter "B" only in two

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[11] Putu Ayumi, *The Pronunciation of English Words Containing Silent Letter "G" By theElementary and Advanced Level Students of English Made Easy (EME) English Course* (Sanata Dharma University) 2018

monosyllabic words given, which are "debt" and "doubt", but failed to silence the letter "b" in all bi-syllabic words given. Their ignorance of the deletion phonological process in English, makes them creates the insertion of the letter "b". Besides insertion, the students also creates' other phonological processes as the result of mispronunciation. They create deletion, simplification, and substitution. Insertion become the most phonological process occurred in the students' mispronunciation.[12]

There are similarities and differences between this research and the other previous research. The similarities, this research and the other previous research is to analyze their ability in pronunciation silent letter for non-native speakers. And the differences between this research and the other previous research are this research, is to find out the most mispronouncing of silent letter in 3 letters (/b/, /p/, and /u/). The researcher using those letters that has possibly in silent letter, to counting how many percentages in it, to find out the types of errors and to find out the source of errors. For the other research, they were decided to analyzing only focuses on one or two letters in commonly. Triyoga Tyas Utama, his own research only focuses to analyze errors silent letter "H" and "W" and did the research by Non-English Department Students. And his research to found out the phonological factors cause the errors. For types of error, his research used pre-systematic, systematic, and post-systematic by Corder. Putu Ayumi, her own research also only focuses to analyze in silent letter "G" and she did the research by the Elementary and Advanced Level Students of English Made Easy

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[12] Masterina Meta Sekarsarimurti, *Javanese Students' Mispronunciation of English Words with The Silent Letter "B"* (Sanata Dharma University) 2019

(EME) English Course. Her research also to found out the phonological processes in their pronunciation. And the last for Masterina Meta Sekarsarimurti, her own research is to analyze the ability of pronunciation silent letter "B" for Javanese people who always using Java language as their language for communicate in daily. Also, her research found out the reason of their pronunciation and found out the phonological processes are ignored by the students.

Based on preliminary research, the researcher chose some students of the second semester of English Education Raden Intan State Islamic University of Lampung as her place to observe incorrectly pronunciation of silent letter in English words. They said that they have difficult about pronunciation especially for silent letter. Because they are accustomed to read what is written in words, and they didn't have deep knowledge about pronunciation for silent letter when they were studying at school. As we know that Bahasa does not has silent letter even it has two consonant cluster in a word but non-native speaker always makes mistakes to pronounced it and make the natural phenomenon. The researcher gave them some words in some letters.

When the researcher asked them to saying words silent letter, they are still pronouncing the letter that must be silent in some words. Some students still pronounced the word as the formation of the letters. In some letters (/a/, /b/, /c/, /d/, /e/, /g/, /gh/, /h/, /i/, /k/, /l/, /n/, /p/, /s/, /t/, /u/, /w/), they didn't know it must be silent when they are pronounced those words. They read and pronounced what have written in the text. From those letters, the researcher found that are 3 letters [b], [p], and [u] for 6 words that has most error of their pronounced. For example "debt, plumber, receipt,

empty, biscuit, disguise" is pronounced as /det/, /pəlamer/, /rəsit/, /emtɪ/, /bɪzkɪt/, /disgais/, because the letter [b], [p] and [u] in those word must be silent. But they didn't pronounced it correctly. Still pronounced the letters as /de<u>b</u>/, /pəlam<u>b</u>er/, /riseip/, /empətɪ/, /biskuit/, /disguis/.

For those words, it has most of error for silent letter. As it can see on appendix for letter /b/, that are 11 students who mispronounced words "debt", 10 students who mispronounced words "plumber", letter /p/ that are 8 students who mispronounced words "receipt", 9 students who mispronounced words "empty" (they including schwa "ə" between letter p and t) and letter /u/ that are 9 students who mispronounced words "biscuit" and 8 students who mispronounced words "disguise" those letters are the most naturally error that they made.

For the reason above, the researcher decided to choose an error analysis of students' pronunciation silent letter, and this research focuses on analysis of error in silent letters [b], [p] and [u] of English Education Raden Intan State Islamic University of Lampung. Therefore, the researcher entitled An Error Analysis of Students Pronunciation Silent Letter at the Second Semester of English Education Raden Intan State Islamic University of Lampung. The researcher decided to focus on analyzing for letter.

B. Identification of the Problem

Based on the preliminary research, the researcher found some problems as follow:

1. The students are difficult to pronounce silent letter.

2. The students are accustomed pronouncing the letter that must silent because Bahasa doesn't have silent letter.

3. The students didn't have deep knowledge about pronunciation for silent letter when they were studying at school.

C. Limitation of the Problem

From the background of the problem above, the writer was limit the problem on analyzing of students at the second semester of English Education Raden Intan State Islamic University of Lampung in the Academic Year 2019/2020 in error pronunciation of English silent letters in 3 letters /b/, /p/ and /u/.

D. Formulation of the Problem

This research would answer these questions:

1. What are the types of error that made by students in pronouncing English silent letter /b/, /p/ and /u/ based on Dulay's?

2. How many percentage errors made by students in pronouncing English silent letter /b/, /p/ and /u/?

3. What are the most of source of errors pronunciation silent letter /b/, /p/ and /u/ made by the students based on Brown's?

E. Objective of the Research

1. To find out the types of error made by students in pronouncing silent letter of English words.

2. To find out how many percentages errors are made by the students at the second

semester of English Education Raden Intan State Islamic University of Lampung in pronounce silent letter of English words.

3. To find out the source of errors made by students at the second semester of English Education Raden Intan State Islamic University of Lampung in pronounce silent letter of English words.

F. Use of the Research

It was hoped that the result of the research can be used as follow:

1. For students, this study is expected to be a motivation to improve their ability in pronounce silent letter of English words.

2. For the writer, this study is expected to be a great experience to face the future when she became a real teacher.

3. For other researchers, this study is expected to be one reference for some relevant researches.

G. Scope of the Problem

The scope of the research as follows:

1. Subject of the Research

The subject of the research was being the students at the second semester of English Education Raden Intan State Islamic University of Lampung in the Academic Year 2019/2020.

2. Object of the Research

The object of the research was being the students' error on pronounce silent letter

of English words.

3. Place of the Research

   This research was conducted at English Education Raden Intan State Islamic University of Lampung.

4. Time of the Research

   This research was conducted at the second semester in the academic year of 2019/2020.

CHAPTER II
REVIEW OF LITERATURE

A. Phonology

1. Phonology

Phonology as Odden states, is the study of sound structure in language.[13] Then, Carr defines phonology as the study of sound system found in human languages.[14] The objective of phonology is to examine language sounds as mental unit and focus on how these unit function in grammar. In the studying the sound of language. Phonology are studying the field of sound structure of a language, but they are different in the objective and the way to analyze the sound of language. According to Ken Lodge, phonology is the study of linguistic systems, specially the way in which sound represents differences of meaning in a language.[15]

Phonetics is one of linguistics fields that studies about speech sounds. Phonology deals with the system and patter of the sounds which exist within particular languages. The study of the phonology of English looks at the vowel, consonants, and supra-segmental features of the language. When we talk about vowels and consonant, we are referring to the different sounds we make when speaking, and not the vowel and consonant letters we refer to when talking about spelling. Gut states, phonetics deals with the production, properties and the perception of the speech sound of human

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[13] David Odden, *Introducing Phonology* (Cambridge:Cambridge University Press) 2005 p.2
[14] Philip Carr, *A Glossary of Phonology* (Edinburg:Edinburg University Press) 2008 p.130
[15] Ken Lodge, *A critical Introduction to Phonetics*. (India: Chennai, Newgan Imaging systems Pvt Ltd, 2009) p. 8

languages, while phonology deals with how to speech sounds form a pattern in particular language.[16] In order to describe speech sounds, it is necessary to know what an individual sound is, and how each sound differs from all other.[17] Therefore, phonetics is important for second language learners or non-native speakers in pronouncing the second language first.

Furthermore, Yule states that in phonetics, we can observe the articulatory phonetics, acoustic phonetics, and auditory phonetics. Articulatory phonetics observes how speech sounds are made, acoustic phonetics observes deals with the physical properties of speech as sound waves in the air, and auditory phonetics observes deals with the perception via the ear of speech sounds.[18] Phonetics focuses on analyzing the field of sound used by human in performing their language. According to McMahon, articulatory phonetics aims to identify objectively which organ of speech are involved in producing different sound of the world's languages.[19] For those explanation above, the researcher concludes that phonology is a study of sound structure in language and phonetics is a study about speech sound.

2. Syllable Structure

Syllable structure is basic element of constituent structure that can be seen

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[16] Gut Ulrike, *Introduction to English Phonetic and Phonology* (Frankfurt:Peter Lang) 2009 p.7
[17] Victoria Fromkin, Robert Rodman & Nina Hyams, *An Introduction to Language 9th edition* (Wadsworth:Michael Rosenberg) 2011 p.190
[18] Yule George, *The Study of Language 3rd edition* (Cambridge: Cambridge University Press) 2006 p.30
[19] April McMahon, An Introduction to English Phonology (Edinburg:Edinburg University Press) 2002 p.1

physically. Laurel and Donna states the syllable represents a level of the structure as a unit that speakers of a language can identify.[20] In most forms of phonological theory, it is assumed that each language or language variety has a single system of contrast which may vary slightly depending on position in the syllable. For examples the beginning (onset) or the end (coda).[21] The basic element of a syllable are onset and rhyme. The rhyme consists of a vowel, which is treated as the nucleus and any following consonant(s) which described as coda.[22] The syllable structure can be presented in a form of tree diagram. The tree diagram below is the illustration of the syllable structure of the words spring and quartz by Laurel and Donna.[23]

```
          Sy                                      Sy
         /  \                                    /  \
        /    \                                  /    \
   Onset    Rhyme                          Onset    Rhyme
     |       /  \                            |       /  \
     |      /    \                           |      /    \
     |  Nucleus  Coda                        |  Nucleus  Coda
     |     |      |                          |     |      |
     |     |      |                          |     |      |
   /spr    i     ng/                       /qu     a     rtz/
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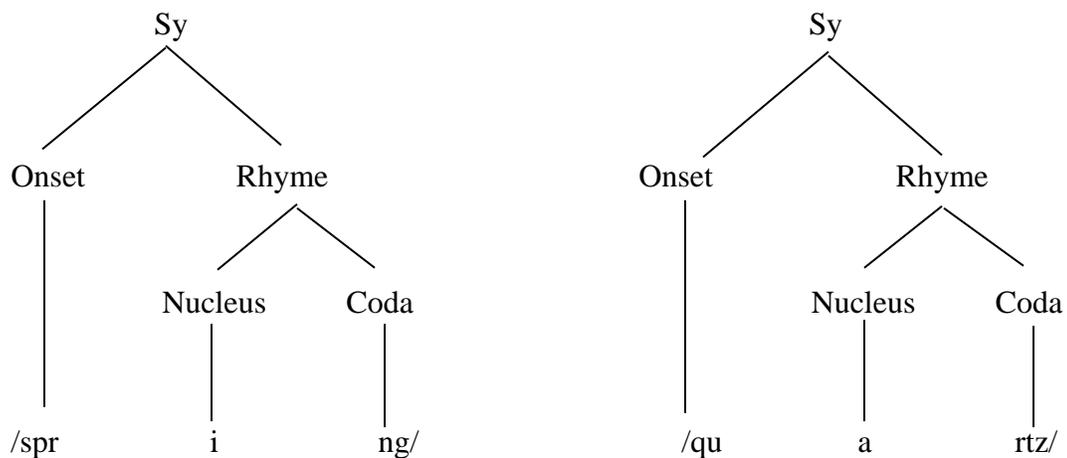
In the tree diagram above, the syllable of spring and quartz are divided into three parts. The syllable spring has [spr] as the onset, [i] as the nucleus, and [ng] as the

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[20] Laurel J. Brinton, Donna M. Brinton, *The Linguistics Structure of Modern English* (Amsterdam: John Benjamins Publishing Company) 2010 p.75

[21] Ken Lodge, *A critical Introduction to Phonetics*. (India: Chennai, Newgan Imaging systems Pvt Ltd, 2009), p. 9

[22] Yule George, *The Study of Language 3rd edition* (Cambridge: Cambridge University Press) 2006 p.45-46

[23] Op Cit p.75

coda. Then the syllable quartz has [qu] as the onset, [a] as the nucleus, and [rtz] as the coda. When the syllable has an onset and nucleus but no coda, it is known as an open syllable. The examples of open syllable are "me", "to" and "no". When the syllable has an onset, nucleus and coda, it is known as a closed syllable. The examples of closed syllable are "up", "cup", "at" or "hat".

B. Pronunciation

Pronunciation is a production or speech for communication. In this case, pronunciation consists of organized sounds that are produced by the air that gets through the organ of articulation. In order to master English as a foreign language, these are system in speaking and listening. In every language there is variety. A language varies from one place to another, from one era to another era, from one occasion to another occasion.

In other words, pronunciation is the act or manner of pronouncing words utterance of speech. It can also be said that it is a way of speaking a word, especially a way that is accept or generally understood. Pronunciation refers to the production sound of the words that we used in language to communicate with the others. For one thing, the most basic elements of speaking are deeply personal.[24] Our sense of self and community are bound up in the speech-rhythms of our first language. These rhythms were learned in the first year of life and are deeply rooted in the minds of students. Therefore, it is common for students to feel uneasy when they hear themselves speak

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[24] Judy B. Gilbert, *Teaching Pronunciation Using the Prosody Pyramid (New York: Cambridge University Press*,2008) p. 01

with the rhythm of a second language. They find that they "sound foreign" to themselves, and this is troubling for them. Although the uneasiness is usually unconscious, it can be a major restriction improved intelligibility in the second language.

Pronunciation refers to the production of sounds that we use to make meaning.[25] A broad definition of pronunciation includes both supra segmental and segmental features.[26] It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (supra segmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language. Each of these aspects of pronunciation is briefly outlined below, and references for further study are suggested.

Pronunciation is probably one of the hardest in English to learn it, because learning pronunciation takes a lot of time and effort to improve understanding how to pronounce correctly. In speaking English, the communication between the speaker and the listener have mutual relationship. It affects each other. It means that in order that the listener can comprehend the meaning of what is said, the speaker has to speak clearly. Speaking clear involves clear pronunciation. For this reason, pronunciation is one of the important aspects of language to be learned. If the students speak with

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[25] Adult Migrant English Program (AMEP) Research Centre. Fact Sheet - *What is Pronunciation*, (2001) p. 01

[26] *Ibid*, p. 01

incorrect pronunciation it can make misunderstanding in meaning.

Based on those explanation above, the researcher concludes that pronunciation is the way how about we speak to give understand or the meaning to others. Learn pronunciation be required because there is no will misunderstanding among speaker and listener. It is very important to be mastered by students especially for students of English Education Raden Intan Lampung.

C. Aspect Pronunciation

Pronunciation has two main features; there are segmental and super segmental features. Segmental feature includes phoneme that consist of vowel and consonant. In addition, super segmental includes stressing and intonation.[27]

a. Segmental

Segments are the phonological sounds that appear in a word. For example, word "foreign", it's consist of seven letters but there are only five phonological sounds [f], [ɒ], [r], [ɪ], [n]. These sounds called segment.[28] And then Carr states that segmental phonology is the study of segmental phenomena such as vowels and consonant allophones.[29] All English phonological sounds or speech sounds that are represented by the International Phonetic Alphabet (IPA) have its characteristics. The characteristics vowels and consonant will be elaborated on the following section.

b. International Phonetic Alphabet

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[27] Adult Migrant English Program (AMEP) Research Centre. Fact Sheet - *What is Pronunciation*, (2001) p.1-2

[28] David Odden, *Introducing Phonology* (Cambridge:Cambridge University Press) 2005 p.14

[29] Philip Carr, *A Glossary of Phonology* (Edinburg:Edinburg University Press) 2008 p.157

In order to transcribe the pronunciation, phonetic transcription is needed. Phonetic transcription is when a speech is represented by small sets of symbols with standard interpretation.[30] The small sets of symbols that are used in transcribing pronunciation is International Phonetic Alphabet.

Carr states that International Phonetic Alphabet (IPA) is an alphabet that represents every speech sound which is provided by the International Phonetics Association.[31] The International Phonetic Alphabet represent both of English vowel sound and the English consonant sound. In order to know the characteristics of the speech sounds, we must understand what segment are. The symbol in the IPA — the International Phonetic Alphabet, used for writing phonetic transcription, and in IPA, there are part of the apostrophe (word stress). Most dictionaries use the apostrophe symbol () to show word stress. Usually, the apostrophe is placed before the stressed syllable in a word. Word stress is explained in our article about phonetic transcription. In this research, the researcher will use International Phonetic Alphabet (IPA) transcription to identify some words for instrument. The researcher converting the words based on American English to IPA transcription.

The segmental feature concerns with the phonemes which includes of vowel and consonants of a language. These have been well described on this figure below:

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[30] David Odden, *Introducing Phonology* (Cambridge:Cambridge University Press) 2005 p.20
[31] *Ibid* p.78

Table 1.
International Phonetic Alphabet symbol[32]

Vowel	Consonant	Diphthong
/ɪ/ English, business	/p/ play, stop	/eɪ/ take, pay
/e/bed, head	/b/ bad, baby	/aɪ/ five, sigh
/æ/ cat, bag	/t/ ten, later	/ɔɪ/ noise, boy
/ə/the, a, woman	/d/ day, advice	/əʊ/ no, road
/ʊ/look, put,	/k/ character, quick	/aʊ/ round, doubt
/ɒ/ clock, what	/g/ got, ignore	/ɪə/ here, deer
/ʌ/ cut, come	/f/ food, laugh	/eə/ care, air
/ɜ:/ girl, burn	/v/ vain, over	/ʊə/ poor, insure
/ɑ:/ car, art	/θ/ thin, earth	/aʊ/ round, renown
/ɔ:/ or, board	/ð/ they, father	
/ɪ:/sea, bee	/s/ small, since	
/u:/ too, blue	/z/ zoo, goes	
	/ʃ/ shell, nation	
	/ʒ/ genre, measure	
	/h/ hot, hair	
	/m/ moon, lamp	
	/n/ can, snow	

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[32] Frederika Gebhardt, *English Pronunciation*, (Facoltà di Lettere e Filosofia, Corsi di Laurea in Filosofia, Lettere, Storia: 2010-2011), P. 04

	/ŋ/ string, singer	
	/tʃ/ chair, match	
	/dʒ/ just, general	
	/l/ look, small	
	/r/ real, train	
	/j/ yes, university	
	/w/window, twin	

Based on the description above, it explained why English does not sounds the way it looks. Because every word in English have difference sounds and ways to human say. In English pronunciation, also have different aspects these are segmental and supra segmental aspect. In segmental aspect is about consonant and vowel sound, beside it the supra segmental aspect in pronunciation include some aspects, these are about rhythm, intonation, stress, etc. It means, not all of the English words like what you look it is how you say. Furthermore, every students' have different ability when they learned English.

a Vowel

Vowel are voiced sounds produced when there is vibration in vocal cords.[33] Fromkin defines vowels as sounds that are produced with little restriction of the airflow

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[33] Kelly, Gerald. *How to teach Pronunciation*. (England: Longman, 2000), p.5

from the lungs out through the mouth and/or nose.[34] In addition, Yule states that vowels are produced with a relatively free flow air and vowels are all typically voiced.[35] Height, back-ness and roundness are the three most important properties for defining vowel.[36] The height is divided into three, the first one is high vowel which consist [i], [ɪ], [u] and [ʊ]. The second one is mid vowel which consist [e], [ɛ], [ə], [ʌ]. [o] and [ɔ].And the last one is low vowel which consist of [æ], [a], and [ɒ].

The back-ness also divided into three categories. They are front, central and back vowel. The front vowel consist of [i], [ɪ], [e], [ɛ]. The central vowel consist of [ə], [ʌ], [a] and the back vowel consist of [u], [ʊ], [o], [ɔ], [ɒ]. Different from height and back-ness, roundness only consist of four vowels. The rounded vowels include [u], [ʊ], [o], [ɔ].

Ogden says that vowel sounds are syllabic sound made with free passage of air down of mid line of the vocal tract and without friction.[37] Vowel sounds may be single (like /e/ in /let/), or combination vowels, it involve a movement from one vowel to another (like /ei/ in /late/). This combination is known as diphthongs. In addition, vowel sounds in which there is no abstruse to the flow air as it passes from the larynx to the lips. English vowels are divided into two classifications that are based on the manner or place of articulation and based on the shape of the mouth. Manner of articulations

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[34] Victoria Fromkin, Robert Rodman & Nina Hyams, *An Introduction to Language 9th edition* (Wadsworth:Michael Rosenberg) 2011 p.205

[35] Yule George, *The Study of Language 3rd edition* (Cambridge:Cambridge University Press) 2006 p.38

[36] David Odden, *Introducing Phonology* (Cambridge:Cambridge University Press) 2005 p.21

[37] Richard Ogden, *An Introduction to English Phonetic* (England: Edinburgh University Express) p.56

are defined as front and back and shape of the mouth are defined as open and close.
Main English vowels are described in figure 2.
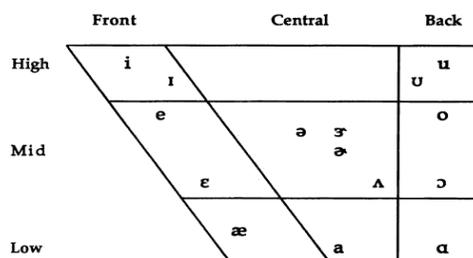
Every vowel in English has a unique articulatory position based on the combi-
nation of tongue height, tongue advancement, and lip rounding.

Figure 1.
The classification of Main English vowels

a. Long vowel

There are five vowels are included in long vowel and seven of them short vowels.
They are explanation of long, short vowel and tongue position of them.[38]

1. The last sound in the word *bee,* represented by the symbol /i:/. The front of the tongue
   is raised so that it almost touches the palate, and the lips are slightly spread. A close
   frontal vowel.

2. The second sound in *bird*, represented by /ɜ:/. The central of the tongue is raised
   between mid-close and mid-open position, and the lips are in neutral shape. A mid
   central vowel.

3. The third sound in *starling*, represented by /ɑ:/. The part of the tongue between the

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[38] Peter Roach, p.18

central and the back is lowered to fully open position, and the lips are in neutral

shape. A pen central-back vowel.

4. The second sound in *horse,* represented by /ɔ:/. The back of the tongue is raised

between mid-close and mid-pen position, and the lips are rounded. A mid back

vowel.

5. The middle sound in *goose,* represented by /u:/. The back of the tongue is raised so

that almost touches the palate, and the lips are moderately rounded. A close back

vowel.

b. Short vowel

1. The middle sound in *fish,* represented by /ɪ/. The part of the tongue between the front

and the central is raised to just above mid close position, and the lips are slightly

spread. A mid-close front-central vowel.

2. The first sound in egg, represented by /e/. The front of the tongue is raised between

mid-close and mid-open position and the lips are slightly spread. A mid front vowel.

3. The first sound in apple, represented by /æ/. The front of the tongue is raised

between mid-open and fully open position. And the lips are slightly spread. A mid-

open front vowel.

4. The second sounds in butter, represented by /ʌ/. The central of the tongue is raised

between mid-open and fully open position, and the shape of the lips is neutral. A

mid-open central vowel.

c. Diphthong

Diphthongs are sounds which consist of a moment or glide from one vowel to

another.[39] Diphthongs or gliding vowels sounds are complex which made by movement from one vowel to another. There are also several phonological symbol that contain two vowel sounds or combined vowel sounds which are called diphthong.[40] In addition, Dardjowidjojo states that diphthong are combination of two vowel which belong to the same syllable and the stronger stress falls on the first vowel.[41]

For all diphthongs, one of the best techniques is to get students make and hold the first element, then slowly move to the second. The eight diphthongs are usually grouped into three types, depending on the tongue movement involve. The first group ends with a glide towards the vowel in the central of the mouth and are called centering diphthong. The second group is called closing diphthongs which moves in direction of a quality at the front of vowel area which ends with a glide toward a higher position. And the last one is the other type of closing diphthong which moves in the direction of a quality at the back of the vowel area. Here are suggested ways how to make diphthongs sounds by Kelly[42]:

Table 2

Some suggested ways of explaining how to form the diphthong sounds[43]

DIPTHONGS	For all diphthongs, one of the best techniques is to get students to make and hold the first element, then slowly

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[39] Peter Roach, *Op. Cit*. p20

[40] Yule George, *The Study of Language 3rd edition* (Cambridge:Cambridge University Press) 2006 p.39

[41] Soenjono Dardjowidjojo, *English Phonetic and Phonology for Indonesian* (Jakarta:Yayasan Obor Indonesia) 2009 p.33

[42] Kelly, Gerald. *How to teach Pronunciation*. (England: Longman, 2000), p. 39

[43] Kelly, Gerald. *How to teach Pronunciation*. (England: Longman, 2000), p. 39

	move t the second. Finish off by making the sound at a 'normal' speed. Some other suggestions are made below
ɪə	Make the sound while tugging your ear
ʊə	Hold the first sound and move the second
eə	Liken this to the word air. Point to your hair. Say *over there* or *on the chair.* All will give good examples of sound, which you can then isolate.
eɪ	Pretend not to hear someone, and say *eh*?
ɔɪ	Words work best here: *toy, boy, enjoy*
aɪ	Make the sound and point to your eye
əʊ	*Oh, hello,* said slowly, and exaggerated a little, works well
aʊ	The 'shut your finger in the door' sound. Pretending to do this and making the sound while pulling a 'pained' expression works rather well

From the table above, we look the way how to produce diphthongs sound and the difference of them. There are eight diphthongs. The easiest way to remember them is in term of three groups divided: there are three diphthongs ending in i, three diphthongs ending in ə, and two of them ending in ʊ.

c. English consonant

Carr states that English consonant are classified into three categories, voicing state, place of articulation, and manner of articulation.[44] Voice state of consonant is divided into two, there are voiced and voiceless. Place of articulation is when

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[44] Philip Carr, *Modern Linguistic Phonology* (Edinburg:The Macmilan Press Ltd) 1993 p.1

consonants are classified according to where in the vocal tract the airflow restriction occur.[45] And manner of articulation is specified according to degree of stricture. English consonants are divided into seven categories based on place of articulation.

The first category is Bilabial. Bilabial sounds are produced when the lips are pressed together. English consonant that are classified as bilabial consonant are [b] and [p].[46]

The second category is labiodental. Labiodental sounds are produced when the active articulator is the lower lip and the passive articulator are the upper teeth.[47] English consonant that are classified as labiodental are [v] and [f].

The third is dental. Dental sounds are produced when the tip of the tongue and the upper teeth.[48] English consonant that are classified as dental are [ð] and [θ].

The fourth is alveolar. Alveolar sounds are produced when the tip/blade of the tongue and the alveolar ridge.[49] English consonant that are classified as [d], [t], [z], [s], [n], [l].

The fifth is palatal. Palatal sounds are produced when the blade of the tongue touches or comes close to the palate as for the production.[50] English consonant that is classified as [j].

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[45] Victoria Fromkin, Robert Rodman & Nina Hyams, *An Introduction to Language 9th edition* (Wadsworth:Michael Rosenberg) 2011 p.195

[46] Peter Roach, *English Phonetic and Phonology 4th edition* (Cambridge:Cambridge University Press) 2009 p.26

[47] Philip Carr, *Modern Linguistic Phonology* (Edinburg:The Macmilan Press Ltd) 1993 p.1

[48] *Ibid*, p.1

[49] *Op Cit* p.26

[50] Gut Ulrike, *Introduction to English Phonetic and Phonology* (Frankfurt:Peter Lang) 2009 p.31

The sixth is velar. Velar sounds are produced when the back of the tongue and the soft palate begins, respectively the active and passive articulator.[51] English consonant that are classified as [g], [k], and [ŋ].

The last consonant categorization is glottal. Glottal sound is produced when the vocal cords themselves are the articulator.[52] English consonant that is classified as [h]. The sound is ordinarily produced as a voiceless vowel but its function as a consonant.

The next classification of English consonant is based on the manner of articulation. Odden states that manner of articulation refers to the way in which a consonant at a certain palace of articulation is produced, indicating how airflow is controlled.[53] Based on manner of articulation, English consonant sounds are divided into six categories. There are stops, fricatives, affricatives, nasals, liquids and voicing of English consonant is provided below:[54]

		Place of Articulation							
		Bilabial	Labio-dental	Inter-dental	Alveolar	Alveo-palatal	Palatal	Velar	Glottal
Manner of Articulation	Stop	p b			t d			k g	ʔ
	Fricative		f v	θ ð	s z	ʃ ʒ			h
	Affricate					tʃ dʒ			
	Nasal	m			n			ŋ	
	Lateral Approximant				l				
	Retroflex Approximant				ɹ				
	Glide	ʍ w					j		
		State of the Glottis							
	Voiceless				Voiced				

c. **Supra-segmental**

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[51] Peter Roach, *English Phonetic and Phonology 2nd edition* (Cambridge:Cambridge University Press) 1991 p.31

[52] Philip Carr, *Modern Linguistic Phonology* (Edinburg:The Macmilan Press Ltd) 1993 p.1

[53] David Odden, *Introducing Phonology* (Cambridge:Cambridge University Press) 2005 p.27

[54] Yule George, *The Study of Language 3rd edition* (Cambridge:Cambridge University Press) 2006 p.34

Supra-segmental phonemes are classified into seven classes; they are stress, intonation, pause, juncture, rhythm, pitch and length.

1. Stress. The definition of the stress in English is the strength of voice placed on a particullar syllable as in ‚particular' as on particular word or words. Stress can fall on the first, middle or last syllables of words. English employs a four ways differentiation among level of stress.

2. Intonation. Intonation refers to the way the voice goes up and down in pitch when we are speaking.[56] It is fundamental part of the way we express our own thoughts and it enables us to understand those to others Pause. Pause is the silent between parts of an utterance.

3. Juncture. Juncture is a very short time of pause. It is the space in speech between sounds or words.

4. Rhythm. Rhythm is the beat of language.[57] There is tendency in English for the strong beats fall on nouns, verbs, adjectives, and adverbs and the weak beats to fall on prepositions, articles, and pronouns.

5. Pitch. Pitch is the attribute of auditory sensation in terms of which a sound may be ordered on a scale from 'low' to 'high'.[55]

D. Silent Letter

1. Definition of Silent Letter

Silent letter is a letter that in a particular word does not correspond to any sound

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[55] David Crystal, *A Dictionary of Linguistics and Phonetics 6th edition*. (Oxford: Blackwell, 2008) p. 369

in the pronunciation of words. According to Podhaizer, letters that are not heard making their usual sound in a word as silent.[56] Carney states that silent letter as a condition where letters are often supposed to 'speak' to reader.[57] Silent letter create the problems for both native and non-native speakers of a language, as they make it more difficult to guess the spellings of spoken words. Ursula also states that silent letter is the one that creepy sneakily into words at the beginning, middle or end when its' not expecting them. There are 60 percent of words in English have silent letter.[58] The researcher conclude that silent letter is letter that cannot hear when someone say the word but the letter is written and generally the letter that do not correspond to the other sound in a word.

It has different pronunciation, the letter [h] in *hour* is silent and in *high* is not silent, and the cause that makes the two words different is the letter that follows them. The silent words make the students difficult to pronounce correctly. To know the correct pronunciation of silent letters, the students have to look at the dictionaries. This will be rather difficult to ask the students if they always look for the transcript in the dictionaries. Teacher should teach them how to pronounce the word correctly, especially the silent letter. We have to consider the way language users deal with spelling system in different situation, the first when we read and the second when we write. The problems of the reader and the writer are not the same. In English, the

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[56] Podhaizer, Marry E, *Painless Spelling* (New York Baron's Educational Series) 1998 p.88
[57] Edward Carney, *A Survey of English Spelling* (London and NewYork: Routledge) 1994 p.40
[58] Ursula Dubosarsky, *The Word Snoop* (United State:Dial Books) 2009 part2

reader's problem is actually simpler than the users. For instance, some letters are sometimes silent in a small set of words. In *knowledge,* the letter [k] is not pronounced, in *gnostic* the letter [g] is not pronounced, nor are the [m] or [p] in *mnemonics* and *pneumonia.*[59]

2. Types of Silent Letter

The letter that is categorized as a silent letter is not only the word that we cannot read, but also some of the words that have different sound. There are three types of silent letter as mentioned based on Carney states, those type are below:

1. Auxiliary Letter

Auxiliary Letter is an extra letter to make up distinct complex graphical unit. Auxiliary letters are clearly needed to compensate for the under differentiation of the Roman alphabet in coping with English phonemes. Rather different are auxiliary letters added before or after a basic letter which is already in itself an adequate spelling (cf. the <ea> in bread, leather with the <e> of bred, lether, or the <wr> and <r> of wrest, rest, or the <wh> and <w> of whine. The word would, should, could include in auxiliary letter.[60]

2. Inert Letter

Inert Letter is a 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', 'signatory' and 'signal' but in the

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[59] Joanne Kenworthy, *Teaching English Pronunciation* (London: Longman) 1987 p.96
[60] Ursula Dubosarsky, *Ibid*. p.61

words 'sign' and 'signed', 'signer', 'signing' there is no phonetic counterpart. Many English letters happen to be silent in certain words when they are immediately preceded or followed by another consonant in the same syllable, for example the silence of [n] in *autumn* /'ɔːtəm/ and its pronunciation in *autumnal* /ɔːˈtʌm.nəl/.[61]

3. Empty Letter

Empty letters are letters which are unpronounced but they do not have distinctive function like auxiliary or inert letter. The classic example of an empty letter is the <b> in debt, doubt. The classic example of an empty letter is the <b> in debt, doubt. The letter containing empty letters in the onset like "h" in 'heiress', 'honest' and 'ghost'. Empty letter on the coda is as in 'hallelujah', 'myrrh', and 'rhythm'.[62] In other examples of empty letter are (wh) for "whale", (kn) for "knight" (pl) for "plumb".[63]

There are two reasons why English has so many silent letters. First the letter is part of the original word which has changed over time. Second imported words that have not yet been fully assimilated sometimes contain silent letter.[64] Many written English words contain silent letters. Omitting them produces non-words pronounced identically to the original words, for example, SALM for PSALM and COLUM for COLUMN.[65] Some pairs of letters associated with a particular sound, as in the link

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[61] Kelly Gerald, *How to Teach Pronunciation* (England:Longman) 2000 p.123
[62] Edward Carney, *A Survey of English Spelling* (London and NewYork: Routledge) 1994 p.42
[63] Edward Carney, *English Spelling Language Workbooks* (London and NewYork:Routledge) 2007 p.37
[64] John Fulford, *The Complete Guide to English Spelling Rules* (English:Astoria Press) 2012 chapter 55
[65] Lee Chang, M. Turvey, *Silent Letter and Phonological Priming*. 2003

between [*ph*] and the sound /*f*/, as in photo /fəʊtəʊ/ and phone /fəʊn/. Such letter known as Diagraph.[66]

3. The Rules Series and the Examples of Silent Letter

A lot of English words have silent letters which though written are not meant to be pronounced. Writing such words as one heard them uttered may produce erroneous spellings.[67] Silent letters are a source of inconsistency in English. In contrast to English, in which silent letters can occur anywhere in words.[68]

1. Letter A

   Letter *a* can be silent especially in words that end in "-ally" and "-ead" middle position. The examples *artistically, logically, musically*, *romantically* and *bread, dead* for final position.

2. Letter B

   Letter *b* is always silent when it follows the letter m. The examples *bomb, climb, comb, dumb, thumb, limb.* The second instance, the letter b also silent when it before the consonant t. The word such as *subtle, plumber* in middle position and *debt, doubt*

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[66] Kelly Gerald, *Ibid* p.123

[67] Nneka Umera-Okeke. *Spelling and PhoneticInconsistencies in English: A Problem for Learners of English as a Foreign/Second Language* African Research Review Vol. 2 (1) 2008 p.70

[68] Monique Sénéchal, Maxime Gingras & Lise L'Heureux, Modeling spelling acquisition: *The effect of orthographic regularities on silent-letter representations* (Routledge Journal) 2015 p.1

in final position.

3. Letter C

   For letter *c,* can cause a few problems because it's often silent after the letter *s*. The examples *muscle, ascent, descent, fascinate, discipline, obscene, conscious* in middle position and *scene, science, scenario, scissors* in initial position.

4. Letter D

   Letter *d* it can be silent too. The examples *handkerchief, handsome, Wednesday, sandwich, sandpaper* in middle position. And letter d can be very quiet, not quite silent but very quiet in front of g. For example, *edge, knowledge, bridge, hedge*. In these examples the d and the g combined together produce the 'dg' /ʒ/.

5. Letter E

   Letter *e can* often be silent at the end of a word in final position. For examples *clue, blue, bake, taste, age, breathe, bridge, change, clothes, gene, hate, airplane, fire, come*. But if the e is the final letter in the word but it's the only vowel sound then it needs to be pronounced like *he, she, we, be.* E can also be silent at the end of past tense regular verbs which all end in ed like *looked, asked, played, baked, wrapped* but except for word 'wanted'.

6. Letter G

   For letter *g*, t it is often silent after the letter i, like *align, malign, design, foreign, sign, campaign, cologne, resign* in final position. And also often be silent before letter n in initial position. For examples in begin position *gnash, gnaw, gnat, gnome, gnarl.*

7. Letter GH

   The combination letter *gh* can also be silent when it comes after a vowel sound. Like *daughter, fight, night, straight, light, bright, neighbour, caught, right, though, although, weigh, thorough, high, enough* in final position.

8. Letter H

   Letter *h* often silent too when it's following a *w* in initial position like in the example *what, when, why, whistle*. And sometimes it's not pronounced at the start of a word like *honest, honour, hour, heir..* Also, the *h* not pronounced when it follows any of these three letters in *ch, gh,* and *rh. Character, chaos, chemical, charisma, choir, chlorine, echo, mechanic, scheme, school, anchor, ache, architect, monarchy, stomach, ghost, rhythm, rhyme* in middle position.

9. Letter I

   Letter i also has silent letter too in middle position. Such *as friend, parliament, business.*

10. Letter K

    In letter *k,* is not pronounced when it comes before an *n* in initial position like *know, knit, knock, knight, knee, knife, kneel, knowledge, knew, knapsack. knob, knickers, knot, knuckle, knack.*

11. Letter L

    Letter *l* can be silent too in middle and final position. For examples *could, would, should, calf, chalk, palm, balm, calm, walk, yolk, half, behalf, psalm, talk. Folk, stalk, almond, salmon*.

12. Letter M

   Silent *m* is extremely rare in English and occurs only initially preceding *n* as in *mnemonic*[69]

13. Letter N

   For letter *n* actually is silent when it is next to *m* in final position. Some examples *hymn, solemn, condemn, column, autumn.*

14. Letter P

   Letter *p* can also be silent in initial, middle and final position words *receipt, psalm, psychology, pneumonia, psychic, pseudo, corps, cupboard, Sampson, empty, raspberry, coup.* Then *p* can also be silent or it changes when it's next to a *h* and together like *ph* that often be *f* sound like *paragraph* and *telephone.*

15. Letter S

   Letter *s* also can be silent in initial and final position as *isle, island and debris.*

16. Letter T

   Letter *t* can also be silent in middle and final position for words *listen, often, castle, butcher, Christmas, wretch, wrestle, watch, fasten, match, witch, soften, deport, rapport, ballet, gourmet, whistle.*

17. Letter TH

   The diagraph *th* is usually realized as /θ/ or /ð/ but there are two exceptions in which this diagraph is silent. The words concerned are *asthma* and *isthmus.*

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[69] Markéta Pospíšilová, The Ability of Czech Speakers of English to Pronounce Words with Silent Letter (Bachelor Thesis) 2014 p.20

18. Letter U

   For letter *u* can also be silent in initial, middle and final position and the common examples *guess, guard, guide, rouge, guitar, guinea, guild, guilty, guest biscuit, disguise, build, circuit, tongue, colleague, vague, league, antique.*

19. Letter W

   Letter *w* is silent when it's at the start of a word before the letter *e* like *write, wretched, wrestle, wrinkle, wrong, wrath, wrist, wrap, wrapper.* And also not pronounced in these common words *who, whore, whom, whole*, *answer, sword, towards, two* in initial and middle position.

The problems in sound and spelling of English can be grouped under the following headings:

- The same letter does not always represent the same sound.

- The same sound is not always represented by the same letter.

- Some letters are not pronounced at all.[70]

- We pronounce sounds in some places where there is no letter.

- There are variants of the plural and past tense morpheme.

There are some words that has silent letter based on Schmitt and Marsden's book:

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[70] Nneka Umera-Okeke. *Spelling and Phonetic Inconsistencies in English: A Problem for Learners of English as a Foreign/Second Language* African Research Review Vol. 2 (1) 2008 p.66

Table 3
ORIGIN OF SILENT LEITERS IN ENGLISH SPELLING

SILENT LETTER	EXAMPLES	REASON
k before n	*knight, knee*	k ceased to be pronounced during 17th century
g before n	*gnat, gnaw*	g ceased to be pronounced during 16th century
m before n	*mnemonic*	Greek spelling; **m** never pronounced in English
p before n	*pneumonia*	Greek spelling; **p** never pronounced in English
p before s	*psyche, psychology*	Greek spelling; **p** pronounced by Learned people probably until 18th century
w before r	*wrist, wrong*	**w** probably no Longer pronounced after mid-16th century
w after s	*sword*	**w** no Longer pronounced after mid-17th century
l after a and before for v	*calf, half*	**l** probably not pronounced after

		Middle English period
l after a and before k	*talk, chalk*	**l** probably not pronounced after Middle English period
l after a and before m	*calm, palm*	**l** probably not pronounced after Middle English period
L in modal verbs	*should, could*	**l** ceased to be pronounced soon after the Middle English period in *should;* never pronounced in *could* (added to spelling by analogy with *should)*
g after a vowel and before morn	*sign, paradigm*	**g** reflects French/Latin original spellings but was probably never pronounced in English
word-final **b** after m	*bomb, thumb*	**b** in some words never pronounced *(crumb),* in others it ceased to be pronounced quite early *(thumb),* in still others in Early Modern period

		(dumb)
word-final **n** after m	*autumn, column*	**n** reflects original French spelling but never pronounced in English
t after s or f and before -en	*Listen, soften*	t ceased to be pronounced in Early Modern period
word-initial **h**	*honest, hour*	The Loanwords are French, where **h** not pronounced; English usually follows this, but sometimes not (e.g., *host*) [71]

4. English Consonant Cluster

Consonant cluster is a series of consonant that occur in the same syllable. According to Dardjowidjojo, consonant cluster may appear in the initial, medial and final position.[72] The differences between English consonant cluster and Indonesian consonant cluster is one of the reasons why it is hard for Indonesian people to pronounce English words. For example, the English word "design" which is pronounced /dɪˈzaɪn/ has [g,n] consonant letters occurring in the final position of the

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[71] Schmitt, Norbert and Richard Marsden. *Why Is English Like That? Historical Answers to Hard ELT Questions*. (The University of Michigan Press) 2006 p.137

[72] Soenjono Dardjowidjojo, *English Phonetic and Phonology for Indonesian* (Jakarta:Yayasan Obor Indonesia) 2009 p.29

word. This kind of consonant cluster does not occur in Indonesian consonant cluster. Therefore, Indonesian people tend to pronounced the word "design" as /di'sʌɪgn/. Furthermore, Indonesian people are not aware of the silent "g" and tend to pronounce the word from its spelling. This phenomenon also occurs because Indonesian phonology does not recognize silent letter. Errors are most likely to occur at the position location of the letter cluster containing the silent letter.[73] This is a list of two consonant cluster containing a single, silent, and consonant letter.

Consonant Clusters Tested			
Initial Position	Middle Position		Final Position
ho (eg. honor)	dg (eg. ledge)	pt (eg. receipt)	ow (eg. arrow)
kn (eg. knife)	lf (eg. half)	gn (eg. foreign)	mn (eg. column)
gn (eg. gnat)	sw (eg. answer)	tg (eg. mortgage)	mb (eg. climb)
wr (eg. wrist)	ld (eg. could)	sc (eg. descend)	ch (eg. monarch)
wh (eg. whose)	st (eg. listen)	lm (eg. salmon)	
ps (eg. psycho)	ct (eg. indict)	ch (eg. orchid)	

E. Error

1. Definition of Error

In learning and using a foreign language, one of the most inhibiting factors is the fear of making mistakes and errors. Both error and mistake have similar meaning, but they have difference in language. Errors are the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some

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[73] Zachariah Calluori, Silent Letter and the Interaction of Lexical and Sublexical Processes in Spelling (Columbia University Journal) p.5

selected norm of mature language performance.[74] An error can be defined as a deviation from the norms of the target language. Error takes place when the deviation arises as a result of lack of knowledge. It represents a lack of competence.[75] Strevens in Richards hypothesizes that errors should not be viewed as problems to be overcome, but rather as normal and inevitable features indicating the strategies that learners use. He conjectured that if regular pattern of errors could be observed in the performance of all learners in a given situation, and if a learner were seen to progress through this pattern, the error was taken as evidence not of failure but of success and achievement in learning.[76]

2. Concept of Error Analysis

Making of errors is a sign that students have not yet mastered the rules of the language being learned. To cope with this problem, one of the strategies widely used by linguist is error analysis. Error analysis is the study and evaluation of uncertainty in measurement.[77] It implies that error has a positive role in language learning since it is the sign that a language learner does not learn the rules of the target language effectively. Error Analysis is one of the major topics in the field of second language acquisition research. Errors are an integral part of language learning. The learner of

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[74] Heidi Dulay, Marina Burt, Stephen Krashen, *Language Two* (New York: Oxford University Press, 1982), p. 138

[75] Rod Ellis, *The Study of Second Language Acquisition* (New York: Oxford University Press, 1999), P. 51

[76] Jack C.Richards, *Error Analysis, Perspectives on Second Language Acquisition* (London: Longman, 1974), p. 4

[77] John R. Taylor, *An Introduction to Error Analysis: The Study of Uncertaintiesin Physical Measurement* (2nd edition) (Colorado: University Science Book, 1997) p.3

English as a second language is unaware of the existence of the particular system or rule in English language.[78] Error analysis has yielded insights into the second language acquisition process that have stimulated major changes in teaching practices.[79]

Error analysis is study or an effort to observe, analyze and classify the students' errors. It also expresses that the teacher will guide the students to avoid errors, both the students and teacher need to study hard. Error analysis is one of the first methods used to investigate learner language.[80] The method which consists of a set of procedures for identifying, describing, and explaining learner error. In otherwise, error analysis is aimed to know or measure something wrong or deviations from the particular language users which is make by the students continuously. Brown states the fact that learners do make errors can be observed, analyzed, and classified to reveal something of the system operating within learner, led to surge of the study of learner's error.[81] It can be concluded that error analysis is used to observing, analyzing, classifying as a procedure the students' error and evaluation of uncertainty in measurement.

3. Distinctions Between Error and Mistake

In order to analyzing learner language in an appropriate perspective, it has crucial to make a distinction between mistakes and errors. People are sometimes confused about mistake and error. Some of them think that mistakes and errors are

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[78] Ali Akbar Khansir, *Error Analysis and Second Language Acquisition*. Bushehr University of Medical Sciences and Health Services, Iran. 2004. Accesed on 3rd Apr 2018
[79] Heidi Dulay, opcit. p. 138
[80] Rod Ellis, Op.Cit. p.68
[81] Douglas brown, Op.Cit, p.166

different and some other considers that they are the same. In fact, error and mistake are different. Some linguists explain about the distinguish errors and mistakes. According to Brown, a mistake refers to a performance error that is either random guess or a slip, in that it is a failure to utilize a known system correctly.[82] A mistake occurs when learners fail to perform their competence. That is, it is the result of processing problems that prevent learners from assesing their knowledge of a target language rule and cause them to fall back on some alternative, non-standard rule that they find easier to access. Mistakes, then are performance phenomena and are regular features of native speaker speech, reflecting processing failures that arise as a result of competing plans, memory limitations, and lack of automaticity.[83] Sometimes researchers distinguish between errors cause by factors such as fatigue and inattention, Chomsky in H. Dulays' book, called "performance" factors, and errors resulting from lack of knowledge of the rules of the language, called competence.[84]

The distinction between performance and competence errors is extremely important, but it is often difficult to determine the nature of a deviations without careful analysis. In order to facilitate reference to deviations that have not yet been classified as competence or performance errors, the researcher does not restrict the term "error" to competence based deviations. The researcher uses error to refer to any deviation from a selected norm of language performance, no matter what the characteristics or

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[82] H. D. Brown, *Principles of Language Learning and Teaching (5th.ed)*, (United States:Pearson Education, 2007), p.257
[83] Rod Ellis, Op.Cit. p. 51
[84] H, Dulay. OpCit. 139

causes of the deviation might be.

It can be concluded that mistake was related to the students' quality performance caused by some factors such as fatigue, lack of attention and motivation, carelessness and some order factors but it can be self-corrected because actually the students know the languages rule when they focus on. Error is students' deficiency competence, it means that students don't know about the knowledge of the language at all because they have not mastered it yet therefore it can't be self-corrected. This research as the basic of determining the deviations produced by subjects. Thus, any derivations are considered as an error, not mistakes. Errors in this research are the students' errors in pronouncing English word silent letter.

4. Classification of Error

Some Experts give their idea about kinds of error. They classify it into several types. Corder in Ellis distinguished three types of error according to their systematic:

a) Pre-systematic errors occur when the learner is unaware of the existence of a particular rule in the target language. These are random.

b) Systematic errors occur when the learner has discovered a rule but it is the wrong one.

c) Post-systematic errors occur when the learner knows the correct target language rule but uses it inconsistently (i.e. makes a mistake).[85]

These are four useful and commonly used taxonomies in analyzing error made by

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[85] Rod and Ellis, Opcit, p. 56

learners, based on descriptive classification of Dulay.[86]

1. Linguistic Category Taxonomy

   Linguistics category taxonomy classifies error according to either or both the language components the error aspects. Here language components include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style).

2. Surface Strategy Taxonomy

   The learners may omit necessary items or add unnecessary ones; they may misform items or disorder them. This taxonomy classified error in four type, those are omissions, additions, misformation, and misordering.

   • Omission

   Omission is characterized by the absence of one more element which are needed in a phrase or a sentence construction. For example the word "test" [test] is pronounced as [tes].

   • Addition

   Addition is characterized by the presence of one or more elements that are not needed. For example, the word "car" [ka:] is pronounced as [kʌr].

   • Misformation

   Misformation is characterized by the use the wrong form of elements in a phrase or a sentence. For example is when the learner pronounced the word

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[86] H. Dulay, Opcit p.146

"thin" [ðin] as [tin].

- Mosordering

  Misordering is characterized by the incorrect placement or order of one more language elements in a phrase or a sentence. For example, the word "ask" [a:sk] is pronounced as [a:ks].

3. Comparative Taxonomy

The classification of errors in a comparative taxonomy is based on comparison the structure of the second language errors and certain other types of constructions. These comparisons have yielded four major errors categories in this taxonomy; they are developmental errors, interlingual errors, ambiguous errors, unique errors.

4. Communicative Effect Taxonomy

While the surface strategy and comparative taxonomies focus on the aspect of the errors themselves, the communicative effect taxonomy deals with errors from the perspective of their effect on the listener or reader. It focused on distinguishing between errors that seem to cause miscommunication and those to do that. This taxonomy classifies errors in two types, global and local error. They are as follow:

- Global Error

  Global errors are the errors happened in the structure language which causes the learners misinterpret the oral or written message or consider that the message couldn't be understood in the whole context it.[87] That effect overall

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[87] Paramita Kusumawardhi, "The Analysis of Omission in English Narrative Composition Made by EFL Students". *Journal of English Language and Education*, Vol. 3 No. 2 (December 2017)

organization significantly hinder communication. For example, in phonology aspect learner says [kɒt] for [kɒf] in cough, this condition can cause miscommunication between listener and speaker.

- Local Error

  Local errors do not cause miscommunication. Though, the speaker says incorrectly but listener knows what speaker means. For example, in phonological aspect leaners say [infait] in invite.

5. Source of Error

There are some factors source of error. One of the strategies to prevent the error occur is by looking at the cause of error itself. According to Harmer, we can divide into three broad categories: 'slips' (that is mistakes which students can correct themselves once the mistake has been pointed out to them) then 'error' (mistakes which they cannot correct themselves and which therefore need explanation), and 'attempt' (that is when a students' tries to say something but does not yet know the correct way of saying it).[88]

From the theory above, error is become a thing that most concerns teachers, although the students attempt will tell us about their current language and may well provide chance for opportunistic teaching. Jeremy harmer distinct the two causes of errors as following:

- L1 interference; students who learn English as a second language already have a deep knowledge of at least one other language, and where L1 and English

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[88] Jeremy Harmer, *The Practice of English Language Teaching 3rd edition* (Longman: UK) 2001 p.99

come into contact with each other there are often confusions which provoke errors in a learners' use of English. This can be a level of sound which is different between L1 and second language or it can be at the level of grammar where the students" L1 have a different system and so on.

- Developmental errors; for a long time now researchers in child language development have been aware of the phenomenon of over generalization. Errors are part of the students' interlanguage that is the version of the language which a learner has at any one stage of development and which is continually reshaped as he or she aims towards full mastery.

In order to identify the problems that faced by students in language learning process, it is necessary to know the source of error. Brown categorized the source of error into interlingual transfer, intralingual transfer, context of learning and communication strategies.[89]

- Interlingual Transfer is significant source of error for all learners. The beginning stages of learning a second language are especially vulnerable to interlingual transfer from the native language, or interference.

- Intralingual Transfer within the target language itself is a major of factor in second language learning. Intralingual interference is the negative transfer or item within the target language, or put another way, the incorrect generalization of rules within the target language.

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[89] H. Douglas Brown, *Principle of Language Learning and Teaching 4th edition*, (Longman: San Fransisco State University) 2000 p.232-234

- Context of learning refers to the classroom with its teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning. In a classroom context the teacher or the textbook can lead the learner to make faulty hypotheses about the language. Students often make errors because of a misleading explanation from the teacher, faulty presentation of a structure or word in a textbook, or even because of a pattern that was rotely memorized in a drill but improperly contextualized.

- Communication strategies are defined and related to learning styles. Learners obviously use production strategies on order to enhance getting their messages across, but at times these techniques can themselves become a source of error.

From both of arguments above, this research was considered to analysing the source of error based on Brown's category.

CHAPTER III
RESEARCH METODOLOGY

A. Research Design

This research used descriptive qualitative method. The use of descriptive qualitative method in this research was to answer the objective of study that is to describe what silent letter were being mispronounced by the second semester students of English Education Raden Intan State Islamic University of Lampung. According to Jane, qualitative descriptive is a research studies that investigate the quality of relationships, activities, situations, or materials are frequently referred to as qualitative research.[90]

According to Robert, qualitative research is an approach to social science research that emphasizes collecting descriptive data in natural setting uses inductive thinking, and emphasizes understanding the subject point of view.[91]

> "Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that makes the world visible. These practices ... turn the world into a series of representations including field notes, interviews, conversations, photographs, recordings and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them."[92]

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[90] Jack. R Frankle, Wallen, and Hyun, *How to Design and Evaluate Research in Education (8th edition)* (New York: Mc. Graw-Hill, 2012), p.426

[91] Robert, C. Bogdan, and Sari Knopp Biklen, *Qualitative Research for Education, An Introduction to Theories and Methods,* (Boston: Pearson Education, Inc., 2006), p. 274

[92] Jane Ritchie and Jane Lewis*, Qualitative Research Practice a Guide for Social Science Students and Reserchers*, (Britain: The Cromwell Press Ltd, 2003

According to statement above, the researcher only investigating the phenomenon of the research in English Education at Raden Intan State Islamic University of Lampung.

B. Source of Data

The data of this research was taken from a transcription recording of the second semester students of English Education at Raden Intan State Islamic University of Lampung in academic year 2019/2020. The researcher determined the object of this research by purposively and take students in H class as many as 29 students of second semester to be analyze because they are have known the phenomena about pronunciation but most of them still made incorrectly and difficulty pronounced in silent letter words, and they're got the lowest score of any other class.

According to Marguerite et.al, purposive sampling technique is a common procedure used in qualitative research that identifies key informants or person who have specific knowledge about the topic being study.[93] The types of purposive sampling may decide to use depends on the purpose of the study. It means, the researcher chose the subject based on need and purpose of the research these are:

1. The students have taken pronunciation practice and still makes error pronounced in silent letter.

2. To find out about how many percentage error pronunciations make by students in silent letter.

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[93] Marguerite, et.al, *Methods in Educational Research: from Theory to Practice* (San Francisco: Jassey-Bass, 2006), p. 140

3. To find out the source of errors.

This examination required the participants to read 9 words silent letters while the researcher recording them. After that the researcher listening the recording repeatedly to get transcript of the recording then used to analyze.

C. Instrument of Research

This research collected the data based on instrument. In qualitative research, the researcher is a human instrument which determines the focus chooses the informant as source of data, does collecting of the data, analyze the data and makes the conclusion of her/his finding.[94] In order to get the data, the researcher used audio documentation and questionnaire as a technique in collecting the data. This kind of documentation is pronunciation task, by giving 9 words in 3 letters (b, p and u) to be read and pronouncing by students and the researcher asked them to record their voice by using voice note Whatsapp online messenger because this research have done during Covid-19 pandemic. Then, the researcher makes the transcription of their pronunciation silent letter, it would be analyze by the researcher. And the questionnaire to determine the source of error by using G-form (Google form) and share the link on Whatsapp.

D. Research Procedures

This research used procedures as follows:

1. Formulating the research problems and determining the focus of the research. The

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[94] Sugiyono, *Metode Penelitian Pendidikan, Pendekatan kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta) 2016 p.306

focus was on the students' error on pronouncing silent letter.

2. Determining the subject of the research. The subject of this research is being the students of the second semester of English Education of Raden Intan State Islamic University of Lampung.

3. Taking the data. The researcher used the documentation voice recording to collected data from the students. In this research, the researcher used data from the student's recordings. By giving pronunciation silent letter task which consist of 9 words in 3 letters then the students read the words and the researcher asked them to record their pronunciation then to be transcript and also for source of error.

4. This research identified and classified the students' error in pronouncing silent letter. First, the researcher listening the students' recordings and transcribe their recordings. After that, the researcher classified the errors that students made. Then describing the proportions of errors produce by the students. Triangulation was being used in ensuring validity of the research result.

5. Making report findings

   Finally, after analyzing the data, concluding the research finding and reporting it.

E. Validity of Data

In qualitative research, the researcher has to reveal the data as the real life of the subject. This qualitative research uses some methodologies to keep the validity of the data in order to have more accurate conclusion. To make the data valid, triangulation is employed. Triangulation involves the use of different methods and

sources to check the integrity of, or extend, inferences drawn from the data.[95] According to Creswell, there are eight strategies to get the validity of data.[96]

1. Triangulate the different sources of information by examining evidence from the sources and using it to build a coherent justification for themes.

2. Use member checking to determine the accuracy of the qualitative finding by taking the final report or specific description or themes back to participants and determining whether these participants feel that they are accurate.

3. Use a rich, thick description to convey the finding.

4. Clarify the bias means the researcher brings to the study.

5. Also, present negative or discrepant information that runs counter to the themes.

6. Spend a prolonged time in the field.

7. Use peer debriefing to enhance the accuracy of the account.

8. Use an external auditor or review the entire project.

In this research, the triangulation through multiple analysis by using different observer is being used to make the result of data more valid and the researcher hope to overcome the weakness or intrinsic biases and the problems that come from single-observer. The observers in this research is being the researcher at English Education Raden Intan State Islamic University of Lampung.

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[95] Ritchie, Jane and Lewis, Jane. 2003. *Qualitative Research Practice a Guide for Social Science Students and Researchers*. (Britain: The Cromwell Press Ltd) p.43

[96] J. W. Creswell, *Research Design Qualitative, Quantitative and Mixed Methods Approach* (United States, 2014) p.201

F. Technique of Data Analysis

After collecting the data, the researcher analyzed it by using descriptive analysis which involved the description and the interpretation of the data. In doing this research, the researcher related it to English Phonetics theories based on IPA. According to Miles and Huberman, the steps in analyzing the data are data reduction, data display and drawing conclusion.

1. Data Reduction

   In this step, the researcher sharpens, categorized, managed, discarded and organized the data to get the last result. It was done by identifying the single vowel and consonant mispronunciation in silent letter. Then, the researcher identified what are mispronounced by the students and analyze it.

2. Data Display

   After the researcher had done the steps above, then categorized the errors words that are consisted of vowels and consonants in silent letter. It was provided in a form of table. The analysis was done by finding what are the words mispronounced by the students based on the letters' categorization.

3. Drawing the Conclusion

   The last step the researcher did was drawing the conclusion. In drawing the conclusion, the researcher had to make a valid conclusion of the analysis that consist of a brief description of the result of the study.

4. Evaluating students' errors

   After classifying the data, then, the researcher was calculated the students' errors

and made the total for each error by counting the errors to get the total of each error.

In this step, the number of errors will be presented in the forms of tables in chapter

IV by using the following formula to count the frequency of errors.[97]

The Formula of Percentage of the Types of Errors

$$P = \frac{F}{N} \ X \ 100$$

P = The presentation of errors

F = The frequency of error occurred

N = Number of cases (total frequent / total individual).

[97] Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: PT. Raja Grafindo Persada, 2008), p. 43