

HALAMAN PENGESAHAN THESIS

AN ANALYSIS OF STUDENTS' PRONUNCIATION ERRORS OF
ENGLISH SILENT LETTERS IN THE THIRD GRADE AT SMA
SWASTA ADVENT SIMBOLON

DIAJUKAN OLEH

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Dinyatakan telah memenuhi syarat dengan hasil A dan dengan ini pula
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CHAPTER I

INTRODUCTION

1.1 Background of Study

In exploring human complexity, an in-depth study of language becomes the main gateway to a deeper understanding of social and cultural interactions. Linguistics, as a science that maps the structure and dynamics of language, provides a strong foundation for dissecting the essence of human communication. Linguistics is the science that studies and examines the nature and intricacies of language, namely language in general, which humans have as a means of communication, or linguistics is the science of language or the science that investigates language scientifically. Linguistics, based on the parts of language studied, can be divided into two groups, namely micro and macro linguistics. Microlinguistics, exploring the internal structure or system of language, has several areas discussed. According to (Siminto, 2013), micro linguistics subdisciplines include Phonology, morphology, syntax, semantics, and lexicology.

Phonology, as a linguistic discipline, has a central role in understanding the structure and patterns of pronunciation in English. The study of phonology involves the analysis of sounds and how they interact to form meaning in language. More specifically, phonology focuses on analyzing the structure of sounds in a linguistic system, including the rules and patterns of sound pronunciation. The main goal of phonology is understanding how sounds are organized and interact and how different sounds can influence meaning in a linguistic context.

In the context of phonology, pronunciation is a very closely related aspect. Pronunciation skill produces sounds to make communicative meaning and how

language or a particular word is spoken. Words have rules in their pronunciation. This has to do with the technique used in expelling the word or letter through the speech organs. In pronunciation, the English language has different sounds from other languages, especially the Indonesian language. English as a foreign language occurs in another country so it becomes a foreign language to learn. This pronunciation is a very challenging skill to master and learn. It is a big challenge for students to understand because it is their mother tongue that has been their language since childhood. These different sounds often become a common difficulty in pronouncing English.

The challenge of learning English is quite difficult. This is because the pronunciation is very different from Indonesian. As we know, English is a foreign language. So, it's neither a primary language nor a second language. This is also the reason why Indonesians find it difficult to learn English pronunciation. A number of obstacles are experienced by students who learn English. Not just vocabulary, but also how to make the other person understand what we say. This is very influential because understanding communication is also determined by the suitability of pronunciation. Of course, students want themselves to pronounce English correctly. However, this is difficult because their primary language has significant differences in both words and pronunciation. This makes them often feel insecure about conversing in English.

Besides these factors, English words' character differs from that of Indonesian. In general, Indonesian words are pronounced as they are written. However, this is not applicable in English. It has characteristics for the letters in words, commonly called phonetics. This makes pronunciation different from

writing. The English language contains a large number of terms with similar pronunciations but distinct spellings and meanings. As an illustration, consider the terms "taught" (/tɑ:t/) and "thought" (/θɑ:t/). As we can see, the distinction only occurs at the initial consonant, thus even if we say it incorrectly, the meaning will still change. As a result, it becomes important for us to understand proper pronunciation.

English is a language that is rich in pronunciation conventions and word structures and has a unique characteristic: the presence of silent letters in several words. English words, silent letters are not uttered or read. It is actually in the word but is not pronounced directly. These silent letters are actually in the word but are not pronounced directly. Their presence is often a challenge for English language learners, especially in learning correct pronunciation. This phenomenon complicates the learning process because sometimes mistakes in pronouncing words with silent letters can cause confusion in understanding and using the word in the correct context. Accurate pronunciation of words with silent letters requires not only an understanding of the structure of the word but also an awareness of the presence of silent letters and their place in incorrect pronunciation. Skill in distinguishing when to and when not to pronounce these silent letters is an important aspect.

However, until now the silent letter phenomenon presents important challenges in the pronunciation skills of language learners, especially students. Silent letters, which do not receive vowel articulation in spoken words, introduce layers of complexity to the phonetic structure. In the realm of pronunciation, students often experience difficulty in correctly articulating words that contain

silent letters. These letters, if omitted or mispronounced, can cause significant errors in oral communication. This phenomenon is a problem that needs attention because it not only affects the accuracy of pronunciation of one word but also affects the clarity and fluency of the learner's spoken language as a whole. Consequently, overcoming the challenges posed by silent letters in pronunciation becomes important for improving students' communicative competence and refining their oral language skills.

As happened in one of the schools that was the object of this research. Practical questions related to the pronunciation of English Silent Letters are also available at the SMA Swasta Advent Simbolon Purba. It as a formal education institution is located at Simbolon Purba, Palipi district, Samosir Regency. In this secondary education, one of the foreign language skills taught is English. Referring to previous research of the second-grade students in the school, found is that students were still hesitant and had difficulty pronouncing English words especially English Silent Letters, this makes not a few students make mispronunciations. In initial investigation, they were provided with three words to articulate. For example, when students pronounce “knowledge” (silent k) Most students pronounce /knɒlɪdʒ/ which should be /'nɑ:lɪdʒ/. Likewise, the word *wrest* which contains the silent letter w is pronounced /wrest/ which should be /rest/, and also the word *castle* which contains the silent letter t is pronounced /'kestel/ which should be /'kæsl/.

From the problems above, it can be concluded that there are still many students' weaknesses in pronunciation, especially in English Silent Letters. This obstacle will be a hindrance. When they are conversing or reading, the lack of

fluency in pronunciation affects the meaning so they have difficulty understanding the actual meaning. This situation is important to research. Therefore, it is necessary to know what errors occur in pronunciation. Thus, it will be possible to identify the source of the error.

Many researchers have examined errors in the pronunciation of English words containing English Silent Letters. However, researchers are still limited to exploring pronunciation errors, especially the pronunciation errors of university students with an English Major. Such as research (Kurniawan et al., 2022; Rumbardi & Lestari, 2022). Based on the previous studies mentioned, it can be assumed that most of the previous studies aimed to determine the relationships, differences, comparisons, and causes in analyzing errors in English pronunciation that focused on students. Apart from that, the number of researchers who research this topic indicates that the topic in this research is still a phenomenon and is a case that still occurs among students.

By referring to the phenomena described previously, the researcher has an interest in investigating these phenomena in a study entitled “An Analysis Of Students’ Pronunciation Errors Of English Silent Letters In The Third Grade At Sma Swasta Advent Simbolon”

1.2 The Problems of Study

Based on the limitation of the research above, the problem of the study is formulated as follows :

1. What are the types of pronunciation errors made by the third-grade students of SMA Swasta Advent Simbolon Purba in pronouncing silent letters?

2. What are the most dominant pronunciation errors made by the third-grade students of SMA Swasta Advent Simbolon Purba in pronouncing silent letters?
3. Why do the students make errors in pronouncing the words containing Silent Letters?

1.3 The Objectives of the Study

Concerning the problem that has been described previously, the researcher formulated the following research objectives:

1. To find out the types of errors made by the third-grade students of SMA Swasta Advent Simbolon in pronouncing words containing English silent letters
2. To find out the most dominant pronunciation errors made by the third-grade students of SMA Swasta Advent Simbolon in pronouncing words containing English silent letters
3. To find out the factors of students making errors in pronouncing words that contain silent letters.

1.4 The Significance of Study

The result of the study is expected to be used theoretically and practically:

1.4.1 Theoretically

To enhance the understanding and information available to readers, particularly students, thereby facilitating an easier pronunciation of words, specifically those encompassing silent letters.

1.4.2 Practically

1. For Teachers: Enhanced Teaching Strategies. This research equips teachers with insights into students' struggles with silent letter pronunciation, enabling the development of more effective teaching methodologies.
2. For Students: Students benefit by improving their pronunciation skills, particularly with silent letters, resulting in improved communication abilities in both academic and real-world scenarios.
3. For Readers: The research provides readers with a deeper understanding of the role of pronunciation in language learning and how pronunciation errors, especially related to silent letters, can impact communication. Application of Theory into practice, the theoretical insights obtained from this study assist readers in applying phonological theories to more effective language teaching practices.
4. For another researcher: This study is anticipated to serve as a resource for other researchers interested in exploring the same subject matter.

1.5 The Scope of Study

The scope of this study is mainly focused on pronunciation and is limited to the study “Students Error in Pronouncing the Words Containing Silent Letters” made by second-grade students.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

The part where the researcher explains everything connected to the theory of the issue under discussion. This study's theoretical structure is as follows:

2.1.1 Phonology

Etymologically, the word phonology comes from a combination of the words fon, which means "sound", and logic, which means "knowledge". In general, it is one part of linguistics. Phonology aims to study, discuss, discuss, and analyze the sounds formed from human pronunciation. (Chaer, 2013). Apart from that, Arifin et al. (2017:3), explain that phonology is a field of language that analyzes language sounds in general. Marsono (2019:1), states that as a branch of linguistics. Futhermore, it also examines the sounds of language by looking at the function of sounds as differentiators of meaning in a language.

With reference to the explanation that has been described previously, researcher conclude that the definition of Phonology as a branch of linguistics in which it studies and analyzes the sounds formed from human pronunciation. It focuses on understanding how these sounds function as meaning differentiators within a language, contributing to our broader understanding of linguistic structures and communication patterns.

2.1.2 Phonetic

Phonetics is part of the branch of linguistics. It explores the sounds produced in speech. Phonology, on the other hand, deals with the structure and pattern of

sounds in a language. In its study, there are many things that are studied. Among them are vowel and consonant analysis. Not only that, the study of phonology also studies the supra-segmental features of language. The discussion of vowels and consonants refers to the sounds produced in speech. This means not on vowels or consonants in the context of spelling. Then, one of the figures, namely Gut, explained that phonetics includes several things. Among them are the production, nature, and sound perception. Subdisciplines in the study of phonology include two mutual perspectives on each side of phonology. First, speech sounds are seen as a language medium that is non-semantic or does not differentiate between the meanings of what is called phonetics. Second, speech sounds are considered part of the language system as a whole grammar that is semantic or can differentiate meaning is called phonemic. Traditionally, phonetics is viewed as the study of speech (Clark et al., 2007; Hayward, 2000). The term speech in this case according to the view (Marsono, 2018:32) is called parole.

Furthermore, Ladefoged and Johnson (2015:2) stated that Phonetics is concerned with describing speech. Speech description in this does not refer to speech descriptions that focus on elements grammatical, but phonetics is a descriptive discipline of various elements that accompany segmental sounds or are called sounds suprasegmental. Phonetics as a branch of phonology does not only focus on how humans produce speech sounds but also includes how the sounds of the language are perceived

With reference to the explanation that has been described previously, it can be concluded that phonetics is studies in the field of phonology that focuses on the description of how humans produce language sounds and perceive sounds language

with the capabilities of biological organs possessed. In its application. This phonetics can be used to master the speech sounds of a language, well mother tongue or foreign language. Apart from that, phonetics is also useful for clarifying and improving a person's ability to pronounce certain language sounds

2.1.3 Pronunciation

Pronunciation is an essential aspect of language (Sidabutar, 2020). It is really important in terms of development because it enables the listener to comprehend the words. As explained in Pratiwi (2010;12), pronunciation relates to the way or style of articulating words and vocal expression. To put it another way, it is the way to vocalize a word. Particularly one well-recognized or understood. Pronunciation is how language is spoken; and how words are pronounced (Hornby 1987:497). There is an indication in Hassan (2014:31), the referent of pronunciation is the way of producing sounds. This sound is then the element that gives meaning when we speak. This involves the use of certain consonants and vowels. Not only that, elements of expression beyond the segment level are also included. These include emphasis, timing, rhythm, intonation, phrasing, and voice projection.

The goal of pronunciation teaching is not to require learners to enunciate like native speakers. Students must adjust their viewpoint on how they comprehend the sounds of English words to change their pronunciation Gilakjani (2012:119) assumes from the principle, that pronunciation involves habitual sound series production. Habitual sound production is developed through repeated repetition and correction of errors in pronunciation. Concerning the explanation that has been described previously, it concluded that words and language are pronounced with

pronunciation. Instead, the actual purpose of oral communication should be comprehensible pronunciation.

Pronunciation entails two primary elements: segmental and suprasegmental features. The first feature encompasses phonemes, which consist of vowels and consonants. The second encompasses stress patterns and intonation.

2.1.3.1 Segmental Features

Carr (2008:130) explains that segmental phonology involves examining segmental aspects like vowels and variations in consonants. All speech sounds in English, symbolized by the International Phonetic Alphabet (IPA), possess distinct characteristics. Segmental features are divided into:

1. Vowel

Vowels are the result of vibrations in the vocal cord. A vowel is described as a continuous, voiced sound created within the mouth without any blockage, often characterized as clear musical tones without friction noise. The characteristics of vowels are contingent upon the placement of the tongue and lips, as these articulators play a significant role in generating vowel sounds. Short Vowel. There are not a few vocal sounds that English has. Among these are what are often referred to as short vowels. Its symbolized by /ɪ/, /e/, /æ/, /ʌ/. The pronunciation is relatively short; as will be shown later, vowels in different contexts has a wide range of lengths (Roach, 2009). Long vowels are vowels that are pronounced longer. There are five long vowels symbolized with two dots to indicate that they are pronounced longer. These long vowels are symbolized by /i:/, /ɜ:/, /ɑ:/, /ɔ:/, /u:/

2. Consonant

Its different from vowel. The manner a consonant is produced mostly by some impediment above the larynx. Particularly in the mouth cavity. Voiced or unvoiced characteristics can be observed in consonant sounds. To ascertain if a consonant is voiced, one can place a finger on the throat while pronouncing the letter. If there is vibration, it indicates a voiced consonant, whereas the absence of vibration signifies an unvoiced consonant. Consonant has twenty-four sounds. According to the aforementioned statements, the researcher concludes that consonants are sounds or elements in language generated by narrowing or closing the vocal tract, resulting in the obstruction of airflow.

According to (Carr, 2008) English consonants can be organized into three main groups, namely speech status, location of articulation, and mode of articulation. Furthermore, consonants are also divided into seven categorizations on the basis of their location of articulation. These are:

1. Bilabial: This category includes sounds that are produced by obstructing airflow with both lips. In English, the bilabial consonants are [p] and [b].
2. Labiodental: When pronouncing labiodental consonants in English, the lower lip is placed on the upper teeth. The two labiodental consonants in English are [v] and [f].
3. Dental: Sounds in this category are produced by obstructing the air with apex tongue and upper teeth. Examples of dental consonants in English are /θ/ and /ð/.

4. Alveolar: This category includes sounds that are made by obstructing the airflow with the tongue against the teeth ridge. This category include [d], [t], [z], [s], [n], and [l].
5. Palatal: This sound occurs when the tip of the tongue touches. In this category, there is only one consonant that falls into this, namely [j].
6. Velar: This category includes sounds that are produced through raising the back of tongue. This category include /k/, /g/, and /ŋ/.
7. Glottal: Sounds in this category are produced by obstructing the air at the glottis, either by bringing the vocal cords close together or by separating them. The only English consonant that falls into this category is [h]

The following are types of speech sounds based on how they are produced:

1. Plosive: A full closure is achieved somewhere in the vocal tract, and the soft palate is lifted in this sound. Air pressure builds up behind the closure before being discharged explosively. Examples of plosive sounds include /p/ and /b/.
2. Affricate: A full closure is created someplace in the mouth, and the soft palate is lifted for this sort of sound. The pressure behind the closure rises and then falls more slowly than in plosives. /t/ and /d/ are examples of affricate sounds.
3. Fricative: A fricative sound is created when two vocal organs come near enough together for the flow of air between them to be heard. Fricative sounds contain the letters /f/ and /v/.
4. Nasal: In nasal noises, the lips or tongue close against the palate, the soft palate lowers, and air exits via the nose. /m/ and /n/ are examples of nasal sounds.

5. Lateral: The tongue blade is partially closed against the alveolar ridge for lateral sounds. Air can flow around the tongue's sides. /l/ is an example of a lateral sound.
 6. Approximant: In approximant sounds, vocal organs are close to each other but not so close that audible friction occurs. /r/ and /w/ are two examples of approximant sounds.
3. Diphthong

According to the definition put forward (Jones, 1983), diphthongs refer to "another variety of vowel sounds formed by a shift from one vowel position to another. Diphthongs are identified as a type of sound that has its characteristics. The characteristic is that there is a deliberate shift from one vowel position to another. It is produced in one syllable. the presence of a phonological character which includes two vowel sounds or their combination, the term is known as diphthong."

2.1.3.2 Supra-Segmental

Suprasegmental characteristics are aspects of pronunciation that typically pertain to a series of segments or phonemes. Key aspects in English involve stress, intonation, and alterations in how diphthongs sound in continuous speech. These three features significantly impact the meaning of communication. The emphasis on specific words in each expression aims to highlight their importance to the listener. Simultaneously, intonation involves the rising and falling pitch of the voice within an utterance.

2.1.4 Silent Letters

A letter that is present in writing but remains unpronounced is referred to as a silent letter. A silent letter, informally referred to as a letter in the alphabet or a combination is typically not pronounced. Although present in the spelling, it is downplayed or excluded in actual speech. Letters are considered silent if their sound isn't articulated during oral communication. as exemplified by the "g" in "Sign," the "b" in "debt," the "k" in "knife," and various others. (Carney, 1994), characterizes silent letters as a situation when its usually expected to convey meaning for readers. In the systematization of alphabetic writing, silent letters refer to letters that, in a given word, remain unspoken, thus playing no role in the pronunciation of a word. The term "silent" indicates letters in the written representation of a word that isn't spoken or is pronounced silently during speech. (Carney, 1994) identifies three types of silent letters:

1. Auxiliary letter

It refers to additional letters used alongside or added to primary letters in a specific language to form words or to add more complex phonetic or graphical nuances. These supplementary letters may not always be pronounced separately but assist in providing additional information about the pronunciation or structure of specific words in writing. For example; in words like "cake" or "time," the 'e' at the end of the word helps determine the pronunciation of the preceding vowel as a long vowel.

2. Inert Letter

Inert letters are the letters within a word that are not positioned at the word's beginning or end. They constitute the interior part of a word and

may not always be emphasized when pronouncing the word. The silent letter category is shown in letter "g". It found in the words "resign" and "signal,". However, it is disappears in words "sign" and "signed.”

3. Empty Letter

It refer to letters that written without any pronounced in a word. They are there in, spelled, but do not contribute to the word's pronunciation. An example is the 'b' in the word "doubt". Another one is the 'k' in "knife." These letters are included in the word's written form but do not affect its spoken pronunciation.

Despite not being pronounced, silent letters play a significant role in influencing the meaning and at times the pronunciation itself. Their presence serves various purposes:

1. Silent letters aid in distinguishing between homophones, which share the same sounds but have distinct meanings and spellings. For instance, consider the difference between "sea" and "see" – they sound the same but have different meanings and spellings.
2. Silent letters assist readers in understanding the meaning of a word. Not only that they have an impact on pronunciation even when not vocalized. For example, in words like "sin" and "sign," the silent letter affects pronunciation, and it carries importance.
3. The silent 'e' is particularly noteworthy, as it is employed to create a long vowel sound. For example are words such as "rat/rate," "mad/made," and "tap/tape." In these cases, silent 'e' alters both the meaning and the pronunciation of the word.

2.1.5 Error Analysis

Error analysis involves examining and assessing the uncertainties present in measurement. This approach suggests that errors play a constructive role in language learning, serving as indicators that a language learner has not effectively grasped. According to Richards (1985), as cited in Astuti et al., (2021), Error Analysis offers several advantages, such as (a) gauging someone's proficiency in a language, (b) understanding how an individual learns a language, and (c) gathering common challenges information in language learning to enhance teaching methods and develop instructional materials. Brown (1980), as mentioned in the same journal, describe error analyze as the steps of observing, analyzing, also categorizing errors to uncover system.

Based on the previously mentioned definition, the researcher conclude that error analysis serves as a way of observing errors by student. To elaborate further, error analysis involves identifying, categorizing, and describing mistakes made by students in their writing. This process is carried out to gather insights into individuals' prevalent challenges when speaking English. employed by the learner. It emphasizes the teacher's role in guiding students to avoid error, emphasizing the need for both students and teachers so that can engage in diligent study.

This research will use Corder's theory Ellis (1994) to identify student error. There are three types of errors depending on the systematization.

2.1.5.1 Pre-Systematic

These will arise if the learner is not aware of the rules in the target language. Students cannot explain how the error occurred.

2.1.5.2 Systematic

Systematic errors occur when the error is practically inexplicable. However, theoretically, they cannot correct the error while being able to explain the rules. Also, when the learner has found a rule but the rule inappropriate rule.

2.1.5.3 Post-Systematic

This is a type of error where the learner fails to explain the actual rule. An example is students understanding the actual rules. However, he lacks consistency.

The use of this theory in this research is because of its relevance to the research focus. The theory provides a framework that can help in understanding and analyzing errors made by students in language learning. Corder offers a systematic approach to exploring students' language errors, which can provide deep insight into their learning process. This theory has been proven relevant and widely used in several previous studies. This theory provides a solid conceptual framework for analyzing students' language errors, which can support this research.

2.2 Previous Relevant Study

At this stage, the researcher will introduce previous studies that delve into similar subject matters. This section aims to highlight the disparity between earlier research and the current study.

The study titled "Error Analysis of Students' Pronunciation of Silent Letters by the Second Semester of English Education at Raden Intan State Islamic University of Lampung in the Academic Year 2019/2020," authored by Dhea Agisnandea, employed a descriptive qualitative approach. Agisnandea analyzed students' mispronunciation errors related to voiceless plosive consonants, by

Dulay's Surface Strategy Taxonomy. The findings identified four errors type: omission, addition, misformation, and misordering, totaling 343 errors. Apart from similarities, there are also differences between the studies conducted by Dhea Agisnandea and this research. The similarity lies in the focus analyzing students pronunciation errors in English SL. Differences can be seen in theory used and also the focus of the research object. The previous researcher used Dulay's Surface Strategy Taxonomy and the research object focused on university students who had an English language background as their education major, whereas in this research, the research object chosen was high school students. Second, the research entitled "the research titled "Phonological Errors Produced By Students In Pronouncing English Silent Letters," conducted by (Rumbardi & Lestari, 2022) employed a descriptive qualitative methodology. The research aimed to examine the pattern, structure, placement, and context of silent letters using the theory presented by (Carney, 1994). The analysis results show that silent letters are found in two patterns, namely the 'endocentric digraph' and 'empty letter' patterns. The results show that overall the ability of senior students to pronounce words containing silent letters is still very low. The similarity between research conducted by previous researcher and this research is that they researched English Silent Letters and also used the same theory, namely Carney's 1994 theory. However, the difference lies in research focus. The research focuses on analyzing types of error in pronunciation of silent letter, while previous research focused on examining the pattern, structure, placement, and context of silent letters. Apart from that, previous research examined students, whereas in this study the objects studied were high school students who were not majoring in English.

Third, (Al-Shamsi & Musyahda, 2022) titled Common Error Identification in Pronouncing Silent Letters in English Words by EFL Novices. which is carried out at level 1 of the English Department, Faculty of Education, Sana'a University, Yemen. This research focuses on identifying widespread types of errors in English pronunciation among Yemeni EFL learners. In this case, 3 locations of silent letters are analyzed. This position can be at the beginning, middle or end. This research uses descriptive qualitative as a methodology. From the research conducted. The letters in question are b, c, d, g, gh, h, k, l, m, n, p, s, t, th, and w.

In this research, what is similar to previous research is that the research objective is to identify students' errors in pronunciation of English Silent Letters. However, several differences were found, including that previous researchers conducted research to identify pronunciation errors of silent letters based on their location, whereas in this study identified errors pronunciation of English Silent Letters based on Corder's theory and different research object.

Fourth, (Kamran, et.al, 2022) research titled “ Exploring ESL Learners’ Anxiety Towards Silent Letters in Pronunciation: A Case Study of Undergraduates of the University of Sialkot, Pakistan” Reviewed in this work that the pronunciation errors in the research subjects. In this case, it is for students who are concerned with the pronunciation of silent letters. This research is a type of descriptive research. The research applies qualitative and quantitative models. This research uses theory (Lord, 1974) which categorizes 3 types of errors based systematization. The research results revealed that students made pre-systematic errors. Several factors

cause many errors, that is students' unfamiliarity with the words being tested because most of the words are no longer foreign to them.

Similarities and differences were found from previous research. Focusing on the pronunciation of silent letters is what this research has in common with previous research. Then the difference lies in the goals, objects, and also the theory used. In previous research, the research aimed to find out types of student pronunciation errors. Apart from that, there are also errors related to pronunciation that cause letters. The theory used is Lord's theory, 1974 and the objects studied are ESL Learners' students of the University of Sialkot, Pakistan. Meanwhile, in this research, the object studied is one of the special senior high schools in Indonesia and uses Corder's 1994 theory.

Fifth, research conducted by (Memon & Memon, 2023) “ an investigation into mispronunciation of silent letter words committed by students of 10th class at government high school there (district k'hairpur mirs)”. In this research, class 10 students were examined. The research location was Therhi State High School. Research was conducted on students who had difficulty pronouncing silent letters. Not only that, research also investigates the factors that cause these errors in the educational sector. The type of research is qualitative methods. Analysis using the Pit Corder model. It is applied to identify silent letter pronunciation errors. The findings of this research are that there are many errors in the pronunciation of English silent letters. The causes are; the influence of the learner's first language, confusion of correspondence of letters and sounds in English, lack of basic knowledge regulations, and lack of trained teachers.

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Sixth, Research conducted by (Iwan Kurniawan, et., al, 2022) with the title "Silent Letter Pronunciation Errors Made by English Major Students of Raden Intan State Islamic University" This research aims to categorize various types of errors made by students when pronouncing silent letters. Apart from that, it is also to calculate the number of errors that occur, as well as identify the source of the error. From here, findings were obtained, namely that there were 4 types of errors. The four are omissions, additions, misinformation and errors in preparation. The research also has similarities and differences with the researches research. The similarity lies in the research objectives, namely categorize the variations in errors obtained by students when pronouncing silent letters. Apart from that, it also measures the number of errors. Lastly, identify the source of the error. However, there are also differences in that previous researchers used Dulay's theory which classifies errors into 4 types, whereas this study used Corder's theory, which classifies error types based on 3 categories. Apart from that, object of previous research was conducted among student majoring English. Meanwhile, researches

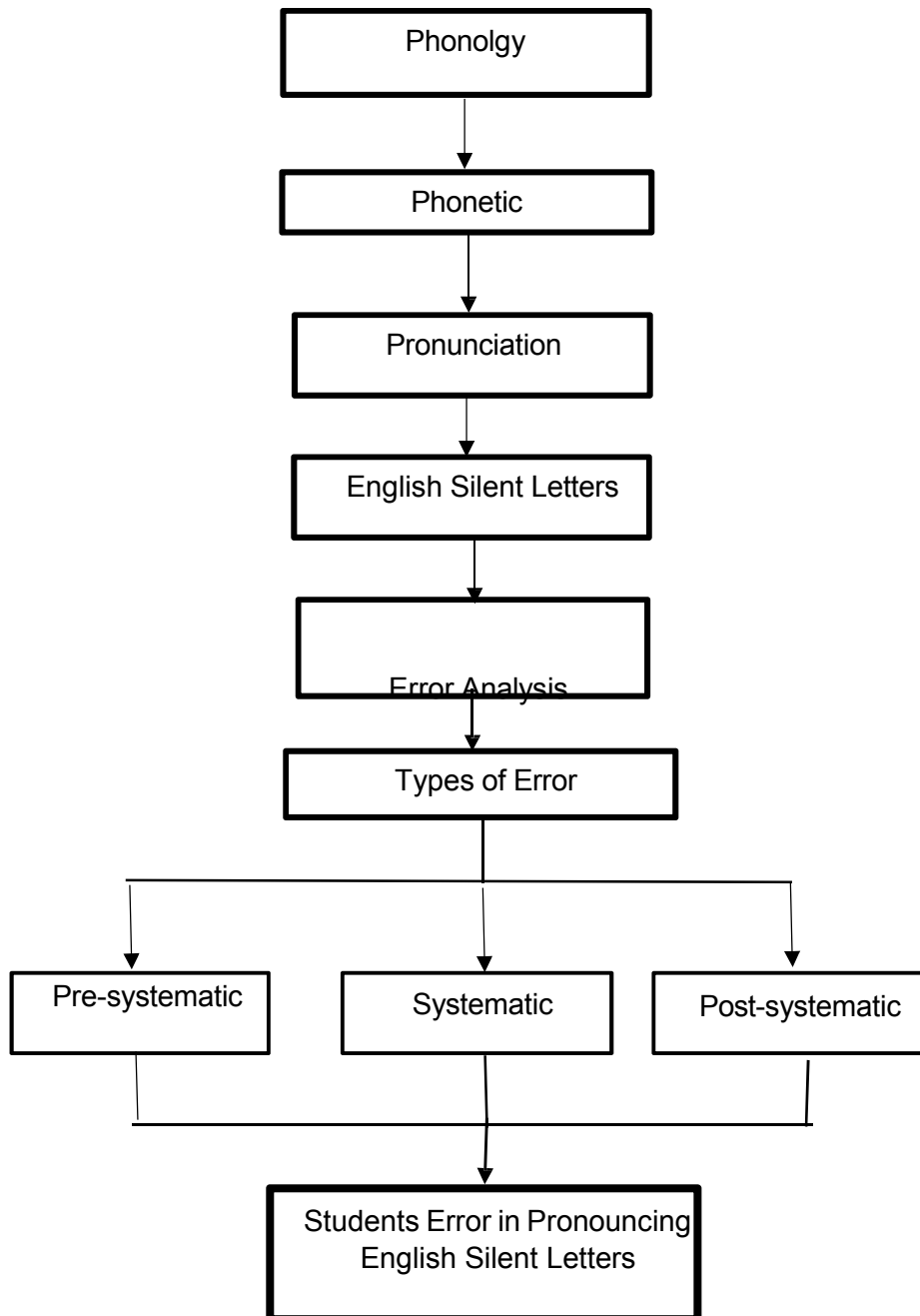
here examines errors in the pronunciation of English Silent letters among high school student.

Similarities and differences were found from previous research. The similarity lies in the analysis of their ability to pronounce silent letters. The differences are in theory, study limitations, and also the objects used in this research. Even though previous researcher have used Corder's theory in analyzing errors, it has different limitations or focus. In this research, the main focus is to find error types in types of Empty and auxiliary letters. Apart from that, previous researchers' research objects were among universities majoring in English, while those who conducted research were in high schools, but not located in Indonesia.

The last research conducted by (Di & Palangka, 2023). The objective is to assess individuals' proficiency in pronouncing words with silent letters within the Tadris English learning program at IAIN Palangka Raya. This study employs a quantitative approach with an experimental framework. According to the conducted tests, certain individuals encounter challenges in pronouncing silent letters, which can be attributed to the influence of their mother tongue (L1). However, their ability to understand silent letters is still high, only a few can understand them. The similarity between this research and the research that will be carried out by the researcher is research that focuses on English Silent Letters. The difference lies in the method used and also in the research object

2.3 Conceptual Framework

Figure 2.3.1. Conceptual Framework



The conceptual framework serves as a roadmap for constructing the literature, aiding the researcher in systematically organizing relevant sources. Here researcher will explain the conceptual framework related to researcher regarding

the Silent Letter pronunciation error. The researcher classifies the conceptual framework into a few categories. First, it explains Phonology which becomes the main concept, namely the study of the sound system in a language. An in-depth explanation of how phonological rules influence the way we pronounce words, laying the foundation for understanding the challenges of English pronunciation. The next step is phonetics, which studies the physical aspects of speech sounds. This is where researcher can understand more about how the speech organs interact to produce sounds and how this relates to correct pronunciation. Once a basic understanding of phonology, phonetics, and pronunciation is in place, the researcher enters the main of this conceptual framework, namely the silent letters in English.

This research focuses on errors in the pronunciation of English Silent Letters. To complete this research, researcher used error theory. This helps to obtain information about the causes of students' difficulties in pronouncing vowels and consonants. Corder's (1974) theory explains the types of errors, namely pre-systematic, systematic, and post-systematic. To obtain information, researcher gave tests through pronunciation. So, the theory above helps to dig deeper into students' pronunciation errors, especially in English Silent Letters.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This study used a descriptive qualitative method. As stated Creswell (2007), qualitative research is described as a method to investigate and comprehend an individual or group's significance in social situations. As stated by Kumar (2011:30), descriptive research seeks to systematically depict a situation, problem, phenomenon, service, or program. It aims to offer information about various aspects, such as the living conditions of a community or attitudes towards a particular issue. This study recognized the mispronunciations occurring among second-grade students at SMA Swasta Advent Simbolon Purba. The investigation involves pinpointing the mispronounced English silent letters and outlining the prevalent pronunciation errors made by the students. Furthermore, the causes behind the students' pronunciation errors will also be exam.

3.2 Data and Source of Data

The researcher must identify data sources that are appropriate and relevant to the research problem. As Nainggolan et al. (2019:7) explains, the term "data source" refers to the entity from which data can be obtained. In this investigation, in this study, The data are words containing English Silent Letters and interview answers from informants. Specifically, data was collected from class XII Science, totaling 20 students, and from five informants.

3.3 Instrument of Collecting Data

The researcher needs several instruments to collect data. As mentioned by Sugiyono (2017), research instruments serve as tools utilized to gauge observed

natural and social phenomena. Here researchers will use several methods to obtain data, those are:

1. Test

A test is a tool for collecting the data. The test namely the pronunciation test that consisted of English words, results in describing students' pronunciation by the subjects. The source of this text is an article from the Jakarta Post newspaper with the title "*Scientists Make Way For Gene-Edited Tomatoes As Vegan Source Of Vitamin D*" written by Natalie Grover, on 24 May 2022.

2. Interview

This instrument is used to obtain data that is used as an answer to the third problem formulation. According to Morgan (1988), as cited by Aji (2019), an interview is an intentional conversation, typically between two individuals but occasionally involving more, in which one person directs the conversation to gather information from the other. This selection aligns with qualitative research principles, where participant selection is tailored to the specific problem and objectives of the study. Before conducting the interview, the researcher develops an interview guide comprising a series of research points that will be explored during the interview. This guide serves to remind the researcher of the essential aspects to be discussed and provides a checklist to ensure that all relevant topics are covered. While it serves as a guideline, the researcher is responsible for crafting the wording and sequence of questions to be posed to the informant.

The provisions of the semi-structured interview guide, as outlined Haryati (2015), encompass at least the following elements:

1. The questions are tailored to the conditions of problem-solving undertaken by the subject, whether through writing or explanation.
2. The questions need not be identical but should encapsulate the same core problem.
3. The questions posed to the subject must align with the required data.
4. In instances where the subject encounters difficulty in responding to a question, they will be prompted to address a simpler or alternative question without deviating from the essence of the problem.

3.4 Technique of Collecting Data

This involves a systematic process with defined steps. The researcher follows specific procedures to address the issues raised by the research being undertaken.

1. Observation

The observation technique is a data collection technique by directly observing data objects (Jogiyanto,2013).

The stages of observation carried out by the researcher are:

1. Ask for permission from the school and related teacher to conduct this research
2. The researcher distributed the prepared reading text to each student.
3. One by one the students read the text, while the researcher recorded their voices
4. After recording the data, the researcher will listen and phonetically transcribe based on the Oxford Learner's Dictionary at

<http://www.oxfordlearnersdictionaries.com>

2. Interview

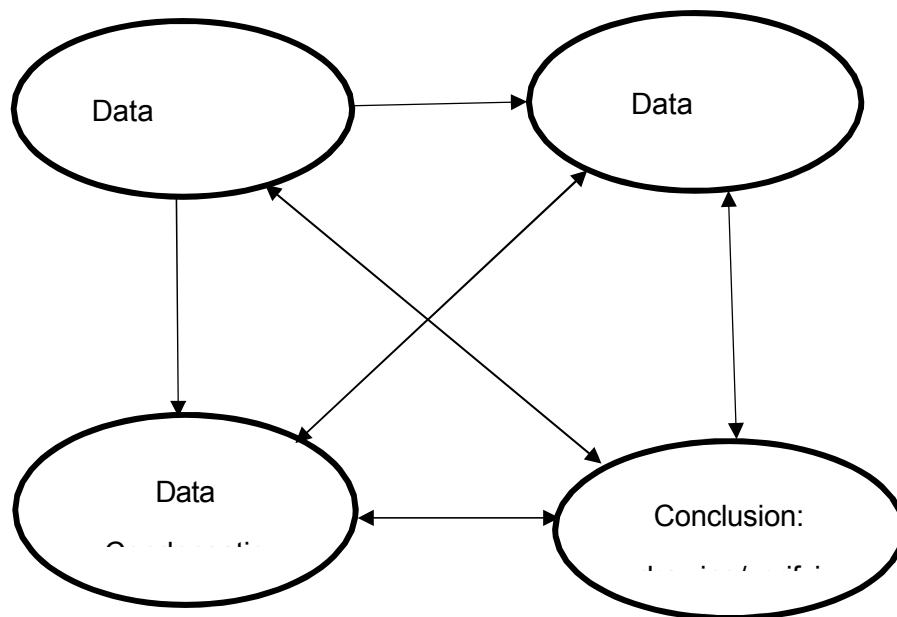
In this research, the author conducted interviews by asking respondents two direct questions related to the problem that will be researched. In this case, the researcher interviewed five students' in Class XII-IPA of SMA Swasta Advent Simbolon. The stages of the interview that were carried out are:

1. Ask permission from the teacher concerned to request time and carry out an interview
2. Ask questions that have been prepared based on the guidelines
3. Record activities during the interview using a mobile phone.
4. The researcher will transcribe the conversation in the interview in its entirety to make it easier for the researcher to select data that suits the research objectives

3.5 Technique of Analyzing Data

The researcher used steps to analyze the data (Miles et al., 2014). In analyzing the data as shown in the image below:

Scheme 3.51. Interactive Data Analysis Chart (Hubberman & Saldana, 2014)



Data collection is the stage where the researcher collects data related to this research. In the previous sub-chapter, that is a technique for collecting data. So, after the data collection stage is complete, the researcher continues with the next stage of data analysis. The stages in question are:

1. Condensation of Data

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming data contained in field notes and transcripts. In this research is described as follows:

1. Selecting

In selecting data, the researcher must act selectively. Determining which dimensions are more important, which relationships are more meaningful, and as a consequence, what information can be collected and analyzed. At this selection stage, the researcher carried out sorting out all the words that contain English Silent Letters. The researcher also sorted the required data from the interview transcripts to facilitate certain notes. After the data selection process is complete, the researcher proceeds to focus

2. Focusing

Directing attention to the data is an initial form of analysis. At this stage, the researcher focuses on data that is relevant to their respective problem formulations to explore the role of this research. This is a continuation of the previous process. In this case, the researcher limits the data based on a predetermined problem formulation. If there is data that is inappropriate and does not contribute to the research, it is deleted. In this stage, data sorting is carried out.

3. Abstracting

This is the stage where the core summaries, processes, and statements that are important to maintain are carried out. In this step, the researcher evaluates the data that has been collected. This evaluation is carried out up to the focusing stage, especially assessing the quality and completeness of the data. This abstraction process was repeated three times by the researcher so that it could be ensured that no data was missed or relied on inappropriately to focus attention on the problem. The researcher continues to the next stage after the researcher feels confident that this stage has been completed.

4. Simplifying and transforming.

Data that has gone through several stages up to the data abstraction stage in subsequent research is simplified and transformed in various ways, namely through strict selection, summaries or short descriptions, classifying the data into one broader pattern, and so on. At this stage, the researcher looks at all the data that has been selected. After that, the researcher combined the data for each participant with a presentation to make it easier to observe each finding and discussion in conducting data analysis. These results are carried out carefully on each data that has been collected from each participant. This stage is the final in condensing data. Next, the researcher moved to the next stage, which is data display.

2. Data Display

Data presentation is carried out to make it easier for the researcher to understand the problem and be able to proceed to the next stage. After collecting data related to errors in English Silent Letters, the researcher then grouped the test results to be presented and discussed in more detail. At this stage, the researcher presented data through tables.

3. Verification/ Conclusion

The final step is to conclude. Concluding is a process in which the researcher interprets data from the beginning of the collection and makes patterns descriptions or explanations. The researcher collect all data to ensure clarity and provide answers to the problems formulated initially.

3.6 Calculating the Data

At this stage, the researcher calculated the percentage of errors in the pronunciation of English Silent Letters used by students. This percentage is used to see the dominant errors that occur in students. In qualitative research, to find the dominant percentage of error, the following formula is used:

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

P = The presentation of errors

F = The frequency of error occurred

N = Number of cases (total frequent/total indiv