

**AN ANALYSIS OF STUDENTS PRONUNCIATION
ERROR OF ENGLISH VOWEL
SILENT LETTER**

A Thesis

Submitted to Particular Fulfilment of Requirements for S1-Degree

By:

**IRA DWI HANDAYANI
NPM. 1811040143**

Study Program : English Education



**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY RADEN INTAN
LAMPUNG
1445 H/2023 M**

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STATE ISLAMIC UNIVERSITY RADEN INTAN
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ABSTRACT

This research was conducted to find out the types of errors and the source of error in pronouncing English words containing the vowel silent letter by the twelve graders of SMA Muhammadiyah 1 Sekampung Udik in the academic year 2022/2023 of the first semester. The problem faced by students in pronunciation were; (1) a lack of interest in learning and mastering English pronunciation, because students felt English was difficult. (2) The students also tended to pronounce the word in English according to the writing of the word, this happened because they used the Indonesian rules. (3) Some students did not practice enough, because lack time or partners to practice. Thus, the students made a pronunciation error, one of the error was the pronunciation of a word that has a vowel silent letter.

The research methodology of this research was a qualitative method. The subjects of this research were the students of twelve grade senior high school. The participants were determined purposively and took one class of science one, which consisted of 20 students. In collecting the data, there were twelve words containing silent letter in the letter a, e, i, and u. The twelve words were chosen according to silent letter contained in the words. Then the result from students pronunciation recordings about vowel silent letter was transcribed to analyze based on the Surface Strategy Taxonomy according to Dulay's theory.

The results found that the total number of student errors were 283 items divided into 4 types: addition, omission, misformation, and misordering. The most type of errors was addition of 156 items or 55.12%, the second was misformation with 91 items or 32.16%, the third was omission of 30 items or 10.60%, and 6 items or 2.12% in misordering. From the source of error, the results obtained the most common source of error was interlingual transfer. Besides interlingual transfer as a common source of error, intralingual transfer, communication strategy, and context of learning were also obtained as a source of error in students pronunciation.

Keywords: Error Analysis, Pronunciation, Silent Letter

DECLARATION

The researcher's identity, the undersigned below:

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Thesis Title : An Analysis of Student Pronunciation Error of
English Vowel Silent Letter

There by declared that the thesis entitled "An Analysis of Student Pronunciation Error of English Vowel Silent Letter" was truly the researcher's own original work. The responsibility was fully for the publication of the thesis. The sources and structure of the writings in the research have complied with the provisions and ethical standards.

Bandar Lampung, July 2023

Declared by



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A thesis entitled: **An Analysis of Students Pronunciation Error of English Vowel Silent Letter**, by : **Ira Dwi Handayani, NPM : 1811040143**, Study Program : **English Education**, has been tested and defended in the examination session held on: **Thursday, July 20th 2023**.

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MOTTO

قَالَ رَبِّ اشْرَحْ لِي صَدْرِي ﴿٢٥﴾

وَيَسِّرْ لِي أَمْرِي ﴿٢٦﴾

وَاحْلِلْ عُقْدَةَ مِنِّ لِسَانِي ﴿٢٧﴾

يَفْقَهُوا قَوْلِي ﴿٢٨﴾

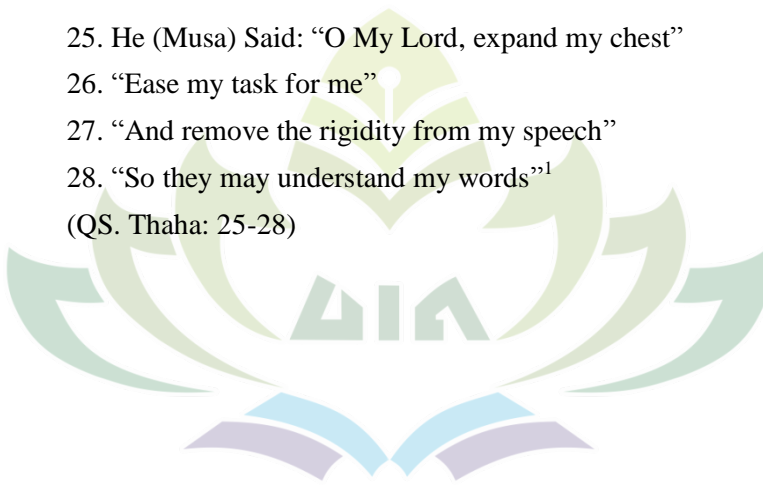
25. He (Musa) Said: “O My Lord, expand my chest”

26. “Ease my task for me”

27. “And remove the rigidity from my speech”

28. “So they may understand my words”¹

(QS. Thaha: 25-28)



¹ M. Sadli, *Al-Qur'an Tajwid dan Terjemahan* (Jakarta Timur: Maghfirah Pustaka), 313.

DEDICATION

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

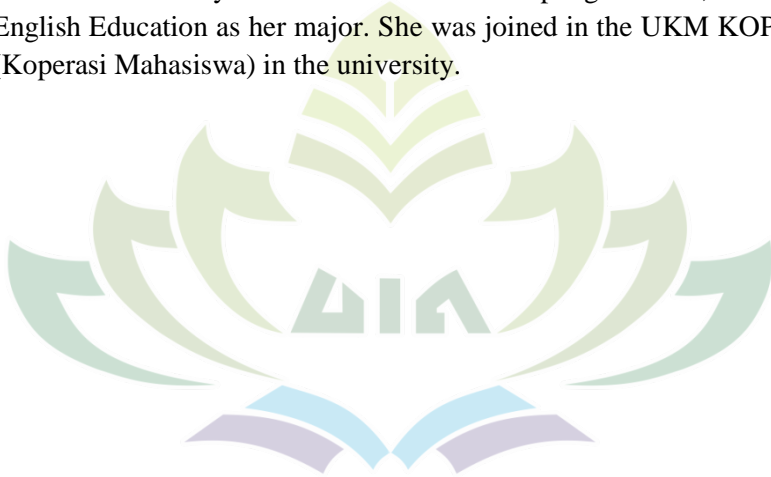
1. First, thanks to Allah SWT my lord almighty who has guided me to face everything in this extraordinary world.
2. My parents, Mr. Siswoyo and Ms. Sulastri for showing faith in me and giving me. Thank you for all the motivation and support.
3. My brother Andi Hakim Arif. My sister Faiza Zulrahma. My niece Namira Az-zahra for the selfless love, support, and valuable prayers. Thank you for your kindness and togetherness.



CURRICULUM VITAE

Ira Dwi Handayani was born on May 16th, 2000 in Mengandungsari, Sekampung Udik Lampung Timur. She was called by her friends, Ira. Ira is the second daughter of Mr. Siswoyo and Ms. Sulastri. She has one beloved brother, his name is Andi Hakim Arif.

In academic background, Ira accomplished her formal education at SDN 3 Bumi Mulyo in 2006 and she graduated in 2012. In the same year, she continued her study in SMP Muhammadiyah 1 Sekampung Udik and finished in 2015. Then she continued to SMA Muhammadiyah 1 Sekampung Udik and graduated in 2018. Then she continued her study at UIN Raden Intan Lampung in 2018, and took English Education as her major. She was joined in the UKM KOPMA (Koperasi Mahasiswa) in the university.



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Finally this thesis was expected to be able to provide useful knowledge and information to the readers. Moreover, the researcher was pleased to accept more suggestion and contribution from readers for the improvement of the thesis.

Bandar Lampung, July 2023

The Writer

Ira Dwi Handayani

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CHAPTER I

INTRODUCTION

A. Title Confirmation

As a first step to understand the title of this proposal, and to avoid misunderstanding, it is necessary to explain some words which are the keyword of this proposal. The title of the proposal is “An Analysis of Students Pronunciation Error of English Vowel Silent Letter”. The descriptions of the meaning from several terms contained in the title of this proposal are as follows:

Analysis is the detail study or examination of anything complex in order to understand more about it. Analysis is something that needs to be done when a problem is found and to get the actual facts. Furthermore, what is meant by the analysis in this title is an examination of students’ pronunciation which contains elements of silent letters, especially in vowel silent letters.

Students in this research means student in twelve grade of SMA Mumammadiyah 1 Sekampung Udik. Those school located in Lampung Timur regency an it was the research location to examine the pronunciation error of the English vowel silent letter.

Pronunciation is a way in which a language or a particular word or sound is spoken. So that pronunciation can be understood as the way a person or group of people pronounce a language.

Error is an activities that causes problems or affect the results. Meanwhile, what is meant by error in this title is an error in pronouncing word sounds that are not in accordance with the rules of proper pronunciation.

Carney stated that vowel is a sound made with no obstruction in the vocal tract to the air as it passes through it.¹ A vowel can also be interpreted as a sound that does not block air through the mouth. A vowel that was meant in this research was four vowels, that are [a], [e], [i] and [u].

Silent letter is the letter that are not pronounced in a pronounce a word but they are there when spelling the word.² According to Brown a silent letter has a simple concept, the concept is that when pronouncing the letter it does not represent any sound.³

Based on the explanation of several words which were the title of this thesis, the intent of the thesis about An Analysis of Students Pronunciation Error of English Vowel Silent Letter was to analyze student errors in pronouncing which were specified in the vowel silent letter in the SMA Muhammadiyah 1 Sekampung Udik

B. Background of the Problem

Language can be called as meaning expression system. As a meaning expression system, language certainly has a function, the function is for interaction and communication. Without language, it becomes difficult for people to interact with each other. In this world, various kinds of languages are owned by each country, one of which is English.

According to Kenworthy “in many countries English has a particular role as the language of communication between people who are speakers of the different indigenous

¹ Paul Cerney and Inger, *American English Phonetics and Pronunciation Practice* (Now York: Routledge, 2020), p.122

² Putu Ayumi, *The Pronunciation of English Words Containing Silent Letter “G” by the Elementary and Advanced Level Students of English Made Easy (EME) English Course* (Thesis, Sanata Dharma University, 2018), p.17.

³ Adam Brown, *Pronunciation and Phonetics* (New York: Routledge, 2014), p.209.

languages.”⁴ It is familiar that English is the international languages in the world, so it is widely used in many countries. English plays an important role in many areas such as technology, education, commerce, tourism and also politics. Because of this, people from various countries in the world must master English to communicate with each other.

English itself consists of macro and micro skills. Macro skills in English are listening, speaking, reading and writing. According to Harmer of the four skills, two skills are referred to as receptive skills, namely listening and reading, then the other two skills are speaking and writing as productive skills.⁵ Furthermore for micro skills are grammar, vocabulary, and pronunciation. As one of the micro skills in English, pronunciation is closely related to speaking skills. Speaking skills are important skills to master. By being able to speak well, the meaning of the conversation will be easier for the other person to understand. In addition, so that communication runs well and the interlocutor is easier to understand every word spoken requires good pronunciation. Morley as cited in Arifudin stated that intelligible pronunciation is an essential component of communication competence.⁶ The pronunciation as an important component in communication makes it very necessary to learn.

When someone is having a conversation in real life, the other person will pay more attention to pronunciation than pay attention to grammar. According to Smakman “pronunciation is the act of using the muscles in the speech organs perfectly so that the sound of speech comes out of it for others to hear

⁴ Joanne Kenworthy, *Teaching English Pronunciation* (New York: Longman, 1988), p.3

⁵ Jeremy Harmer, *The Practice of English Language Teaching*, (Longman), p.265

⁶ Arifudin, *The Use of Minimal Pair Techique in Teaching Pronunciation at The Second Grade Student of SMA Muhammadiyah Sungguminasa* (Thesis: Muhammadiyah University of Makassar, 2019), p.1.

and interpret”.⁷ So, it is very important to speak with the correct pronunciation, because the good and bad of the pronunciation will affect to the opinion of the listener or interlocutor to the speaker.

Talks using good pronunciation will greatly affect the results of speech, even though students have a lot of vocabulary and use good grammar but bad pronunciation will certainly result in bad speech and the interlocutor is difficult to understand what the student is saying. Rivers as cited in Fatmawati, *et al* said that, “since language is a means of communication, it is not enough for our students to learn words, phrases, grammatical features, otherwise they will not be able to produce them in a way that makes their speech understandable to native speakers of the language”.⁸ From this statement, it is clear that pronunciation is very important to create ease of understanding for others.

English is used as a foreign language in our country. This means that people use English at school only when they are learning in the classroom. Refers to Gilakjani, pronunciation is one of the most difficult skills to master and students will have to spend a lot of time improving their pronunciation.⁹ Difficulty in pronouncing a foreign language that students encounter while learning a foreign language or a second language and a target language. This can be caused by culture and behaviour in their native language.

Many Indonesian students find difficult to learn English because they cannot find the features of English sounds in their own language and are not trained to generate these new sounds. The habit of speaking in the native language is quite

⁷ Dick Smakman, *Clear English Pronunciation* (New York: Routledge) 2020, p.viii.

⁸ Tri Fatmawati, Jos E. Ohoiwutun and Nur Sehang Thamrin, *The Application of Minimal Pair to Improve The Pronunciation*. e-Journal of English Language Teaching Society (ELTS). Vol.2 No.1, 2014, p.2.

⁹ Abbas Pourhosein Gilakjani, *English Pronunciation Instruction: A Literature Review*, *International Journal of Research in English Education* Vol.1, No.1, (2016), p.1.

strong. Establishing new ways of listening to new sounds, new speech organs and new speaking habits is one way to solve English pronunciation problems.

Students are often mispronouncing many English words. This happens because of several factors, including the lack of interest in learning and mastering English pronunciation, because students felt English was difficult. Not a few students also tend to pronounce the word in English according to the writing of the word, this can be caused by the lack of students listening to the word in English so that they are only guessing the pronunciation of the word. Some students do not practice enough, either those who lack time or partners to practice with. In fact, if the pronunciation is incorrect, the meaning created will also be wrong so that it can cause misunderstandings for listeners. In English there are many words that use vowels in them. However, there are also some vowels that are not produced in English words even though they are present when the letters in a word are written. The pronunciation errors made by students vary widely, one of which is the pronunciation of a word that has a vowel silent letter.

Silent letters are letters that are contained in a word but the letters are not heard/muted when spoken. Podhaizer as cited in Shakoor, *et al* defines “Silent letters are letters that are not heard making their ‘usual’ sound in a word as silent”.¹⁰ It is clear that silent letters create a disparity between how to spell a word and how to pronounce a word in English. When students have only heard a word and try to write it, they might leave the letter out because they do not hear it spoken. Similarly, the students that have seen a word written down might try to pronounce a silent letter when speaking.

¹⁰ Sadia Shakoor, et al. *Identifying the Pronunciation Errors due to Silent Letters committed by ESL learners in Pakistan: A Case Study*, *Turkish Online Journal of Qualitative Inquiry (TOJQI)* Vol. 12, No.6, (2021), p.5455.

Silent letters are often problematic because they are basically inconsistent. What is meant by an inconsistent silent letter is that the location of the silent letter is different in each word so that the place where the silent letter occurs is not always the same. Apart from this, there are no silent letters in the Indonesian vocabulary. Thus, the silent letter is still pronounced and there is a phenomenon of mispronunciation. Therefore, many Indonesians mispronounce some English words that contain silent letters. They tend to pronounce these letters when they should not pronounce it.

Errors that occur in the pronunciation of words that contain silent letter are found in some letters of the alphabet. As previously researched by Ayumi with 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”.¹¹ There are two main objectives of her research. The first is to find out how pronounce English words containing the silent letter [g]. The second objective is to identify the phonological processes. In her research, the object studied was the pronunciation of students in the English Made Easy (EME) English Course, which consisted of 20 students, 10 students from elementary level and 10 students from advanced level. The students are university students and their ages vary from 19-24 years old. The data used in this study are English sounds. This study was conducted to find out how students pronounce English words, especially words that contain the silent letter [g]. The result of this research was that the pronunciation of students at the elementary level was 30.7% done correctly and another 63.9% still made mistakes in pronouncing the silent letter [g]. In contrast to the results at the advanced level. At this level better results are obtained. 71.3% of students have succeeded

¹¹ Putu Ayumi, *The Pronunciation of English Words Containing Silent Letter “G” by the Elementary and Advanced Level Students of English Made Easy (EME) English Course*. (Thesis, Sanata Dharma University, 2019). p.35

in silencing the silent letter and only 28.7% are still pronouncing the silent letter.

The second previous similar research by Utama with the research title “Error Analysis of Silent Letters [H] And [W] In English Words by Non-English Department Students”.¹² In this research he wanted to find out the types of errors and to identify the factors causing the errors. In his research there were 10 non-English students involved. A total of 24 words in English containing the silent letters [h] and [w] in the initial, medial, and final positions were used in this research. Based on the results of data analysis, from a total of 240 pronunciations there were 162 pronunciation errors made by students. In his research found two types of errors made by students, namely systematic and pre-systematic.

The third previous similar research was conducted by Sekarsarimurti with the research title “Javanese Student Mispronunciation of English Words with The Silent Letter [B].¹³ In this study focused on specifically examining the consonant letter [B] performed by Javanese students. She observed how the Javanese students mispronounced words containing the silent letter [b] and identified phonological processes that were being ignored by the Javanese students as different phonological rules between Javanese and English might affect the pronunciation of the students. Sekarsarimurti also wanted to find out the reasons behind the students’ mispronunciation. In this research, 10 students were taken from 5 different majors and vary in age from 18 to 21 years. The participants were given 18 words that contained the silent letter [b]. The data used in this study are English sounds. This study was conducted to find out how students pronounce English words that contain the silent letter [b]. The result

¹² Triyoga Tyas Utama, *Error Analysis of Silent Letters “H” And “W” In English Words by Non-English Department Students*. (Thesis, Sanata Dharma University, 2018). p.24

¹³ Masterina Meta Sekarsarimurti, *Javanese Student Mispronunciation of English Words with The Silent Letter “B”* (Thesis, Sanata Dharma University, 2019). p.33

shows that most of the words given are mispronounced by students.

In another previous similar research conducted by Agisnandea, the title “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”.¹⁴ Based on her research, there were 29 students as the sample and it was considered by using purposive sampling technique. The students from H class in the second semester of English Education Raden Intan State Islamic University of Lampung. Her focus of the research was to know the types of student error in pronouncing silent letter, to count the percentage, and to find out the source of student pronunciation error. Based on the result found 4 types of student error those are omission, addition, misformation, and misordering. Addition as the highest error and misordering for the lowest error.

The last was conducted by Arvian with the research title “Error analysis of silent letters pronunciation made by the fourth semester students of English department of STBA JIA”.¹⁵ In his research, twenty students of English Department Program at STBA JIA were assigned to pronounce 30 English words containing silent letters in the initial, medial, and final position of the word. This study revealed that the participants mostly made post-systematic errors and the most frequent word mispronounced by the students are *honest* in the initial position, *sword* in the medial position as well as *ballet* and *buffet* in the final position.

This research has similarities and differences with previous research. The similarity between this study and

¹⁴ Dhea Agisnandea, *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*. (Thesis, Raden Intan State Islamic University, 2021). p.58

¹⁵ Elsan Arvian, “*Error analysis of silent letters pronunciation made by the fourth semester students of English department of STBA JIA*” *Jurnal Ennichi*, Vol. 2, No. 1 (2021). p.33

previous research was to analyze the pronunciation errors of English words containing silent letters in non-native speakers. Meanwhile, the difference between this research and previous research was that the participants in this study were students in senior high school. In addition, another difference to finding silent letter pronunciation errors in 4 letters (a, e, i, and u) which are vowels. There were four vowels in this research, (a, e, i, and u) because these letters are single vowels and appear in the writing of words so it can be seen that if the pronunciation is not pronounced, it indicates a silent letter. In addition, several words containing vowel silent letters (a, e, i, and u) were found in English words that are appropriate for the level of twelfth-grade high school students. Here are some examples, artistically and bread for the letter [a], clothes and baked for the letter [e], fruit and parliament for the letter [i], and biscuit and tongue for the letter [u]. The vowel silent letter was used to find out the types of errors and find out the source of students pronunciation errors.

In another research, they analyzed silent letter pronunciation errors in consonants, apart from that the research was conducted on college-level students. As in the research conducted by Ayumi, her research focuses on the silent letter [G] and her research is conducted in the English Made Easy (EME) English course.¹⁶ Then in the research by Utama, this research focused on analyzing the pronunciation errors of the silent letters [H] and [W] in non-English Students.¹⁷ The third research by Sekarsarimurti, her own research was to analyze mispronunciation of the silent letter [B].¹⁸ This research was aimed at Javanese people who are fluent and always use Javanese in their daily communication. The last research by Arvian, his research investigated the

¹⁶ Putu Ayumi, *Op. Cit.* p.35

¹⁷ Triyoga Tyas Utama, *Op. Cit.* p.24

¹⁸ Masterina Meta Sekarsarimurti, *Op. Cit.* p.33

errors of English pronunciation on silent letters by the fourth-semester students of English Department STBA JIA.¹⁹

Based on preliminary research at SMA Muhammadiyah 1 Sekampung Udik in eleventh-grade science one with a total of 20 students as a place to observe the error pronunciation of silent letters in English words. In the preliminary research, students were given four words that they had to pronounce. From the words given, it was found that more students still pronounce the silent letter contained in an English word compared to students who have succeeded in muting the sound of the silent letter.

The words that given to students are *bread* (silent a), *clothes* (silent e), *business* (silent i), and *biscuit* (silent u). In the word *bread* /bred/ as many as 80% of students have succeeded in muting the silent letter [a] and another 20% have made pronunciation errors. Then in the word *clothes* /kləʊðz/, there are students who still pronounce the silent letter [e] with the percentage of correct pronunciation is 45% and the other 55% still recite the silent letter. The word *business* /'bɪznəs/ which contains the silent letter [i] found the same number as in the silent letter [e], 45% of students managed to silence the silent letter, and another 55% made pronunciation errors. The word *biscuit* /'bɪskɪt/ the number of students who pronounce it correctly is only 5% and the other 95% still make pronunciation errors by continuing to recite the silent letter [u]. So it can be concluded that more students still make errors in pronouncing vowel silent letters than students who pronounce it correctly.

Pronunciation errors made by students have several causes. After being asked questions about it, it can be seen that students feel that English lessons are difficult lessons so they make students less interested in mastering English. Apart from this, many students expressed that they did not enjoy practicing speaking English and it was very rare to find out

¹⁹ Elsan Arvian, *Op. Cit.* p.35

about new English vocabulary either through songs or so on. Many of them also find it difficult to pronounce English, they also don't know about the silent letter in English where the silent letter is not in their mother tongue, namely Indonesian. Students also stated that they did not have a partner to practice speaking in English and did not have time to do. This causes students to feel afraid when they will pronounce English words.

Based on the reasons above, this research was analyzed the students' pronunciation errors in silent letters [a], [e], [i], and [u] in the twelfth-grade students of SMA Muhammadiyah 1 Sekampung Udik. This research is important to do considering this research has never been done in that school and also already knows well the state of the school. In addition, also did not find any previous research that analyzed the pronunciation errors focused on the vowel silent letter. Therefore, for this research can be formulated the title an analysis of student pronunciation error of English vowel silent letter.

C. Focus and Sub-focus of the Research

1. Focus of the Research

The focus of this research was the student pronunciation error of English vowel silent letter. The student was a student in the twelve grade of SMA Muhammadiyah 1 Sekampung Udik for the 2022/2023 academic year. The focus of this research was developed into a sub focus of research.

2. Sub-focus of the Research

- a. Types of errors made by students in pronouncing English words containing the vowel silent letter (*a*, *e*, *i*, and *u*).
- b. The source of student error in pronouncing English words containing the vowel silent letter (*a*, *e*, *i*, and *u*).

D. Formulation of the Problem

Based on the background above, the formulation of the problem as follows:

1. What are the types of errors made by students in pronouncing English words containing the vowel silent letter (*a, e, i, and u*)?
2. What source of student error in pronouncing English words containing the vowel silent letter (*a, e, i, and u*)?

E. Objective of the Research

1. To find out the types of errors made by students in pronouncing English words containing the vowel silent letter (*a, e, i, and u*).
2. To find out source of student error in pronouncing English words containing the vowel silent letter (*a, e, i, and u*).

F. Significance of the Research

The significance of the findings of this study is expected to be useful theoretically and practically.

1. Theoretically

Theoretically, the results of this research are expected to be used to add information and support the theory of the analysis of pronunciation errors in silent letters.

2. Practically

a. For the Teacher

For teachers, this research is expected to add insight to teachers about the difficulties and errors of students in pronouncing words containing vowels silent letter so that after knowing this the teacher considers and tries to provide more pronunciation exercises to students.

b. For the Students

For students, this research is expected to increase their motivation in improving pronunciation, especially in vowel silent letter.

c. For the next Researcher

For the next researcher, it is hoped that this research can be one of the references in research related to the analysis of students pronunciation errors in silent letters.

G. Relevant Research

The first relevant research conducted by Ayumi with 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”.²⁰ There are two main objectives of her research. The first is to find out how Elementary level students and Advanced level students of the English Made Easy (EME) English course pronounce English words containing the silent letter [g]. The second objective is to identify the phonological processes found in the pronunciation of elementary and advanced level students. Ayumi assigned 15 words and then divided them into three categories according to consonants letter. The results of the analysis in this study showed that for elementary level students, students who managed to silence the letter [g] were lower than students who failed to silence the letter [g]. The highest percentage of correct pronunciation for words with consonants [g,n] is 78%, then the lowest percentage of pronunciation is 6% for words with consonants [g,h,t]. In the pronunciation of advanced level students, the opposite results were found for elementary level students. At the advanced level students, the percentage of students who succeeded in silencing the silent letter [g] was higher than the students who

²⁰ Putu Ayumi, *Op. Cit.* p.35

failed to silence the silent letter [g]. The highest percentage of correct pronunciation is 88% for words with consonants [g,n], then the percentage of pronunciation of words with consonants [g,h,t] was 52%, which means it is the percentage of pronunciation with the lowest results. Other results from this research show that the phonological processes found in the students pronunciation were segment addition, segment deletion, vowel change and consonant change. Some sounds such as [g] for the silent letter [g] and schwa [ə] were added, some vowel sounds such as [ɒ] and [ʌ] were deleted and some vowel and consonant sounds were changed into different sounds according to the students phonological knowledge of English and Indonesian phonology such as [ɔ] into [æ], [æ] into [e], [n] into [g] and [ð] into [t].

The second relevant research by Utama with the research title “Error Analysis of Silent Letters [H] And [W] In English Words by Non-English Department Students”.²¹ In this research he wanted to find out the types of errors made by non-English department students in pronouncing silent letter [h] and [w] in English words. He also wanted to identify the factors causing the errors. The results of this study were found 162 pronunciation errors made by participants with 67 pronunciation errors in the silent letter [h] and in the silent letter [w] as many as 95. He found two types of errors, namely systematic errors and pre-systematic errors. Systematic errors occur in words containing the silent letter [h] in all positions. In the silent letter [w] systematic error is found in the final position. Then the pre-systematic error is found in words containing the silent letter [w] in the final position. Another result of this research is that he found the cause of students pronunciation errors because they applied the Indonesian pronunciation structure which is their mother tongue.

The third related research is from Sekarsarimurti entitled “Javanese Student Mispronunciation of English Words with

²¹ Triyoga Tyas Utama, *Op. Cit.* p.24

The Silent Letter [B].²² In this research, she was observed how the Javanese students mispronounce words containing silent letter [b] compared to the correct pronunciation according to Longman Pronunciation dictionary. The other aim of her research is to identify phonological processes that being ignored by the Javanese students as different phonological rules between Javanese and English might affect the pronunciation of the students. Sekarsarimurti also wanted to find out the reasons behind the students' mispronunciation. The results of this research indicate that the students mispronounced most of the given words. Students failed to silence the letter [b] only in the two monosyllabic words given, namely "debt" and "doubt", but failed to silence the letter [b] in all the bisyllabic given. Their ignorance of the phonological process of deletion in English, made them create the insertion of the letter [b]. Apart from insertion, they make deletion, simplification and substitution. Insertion is the most common phonological process for students pronunciation errors. Deletion is the phonological process that is the least found in students pronunciation errors. Another result of this research, she found that there were 3 (three) reasons that caused students to mispronounce. There is an English phonological system, a Javanese phonological system and an English orthography. The term silent letter [b] which is in the English phonological system, apparently does not exist in the Javanese phonological system. The absence of the silent word [b] can easily affect students pronunciation. They do not know that under certain conditions the letter [b] in English can be present in written words, but not pronounced.

In another previous similar research conducted by Agisnandea, the title "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".²³ In this research,

²² Masterina Meta Sekarsarimurti, *Op. Cit.* p.33

²³ Dhea Agisnandea, *Op. Cit.* p.58

Agisnandea gave 9 words in 3 letters (b, p, and u) to be read and pronounced by students. This research was conducted during Covid 19 pandemic, so the researcher asked the students to record their voice by using voice note Whatsapp online messenger. There were three objectives of her research. The first objective was to classify the types of error made by the students in pronouncing silent letter. The second objective was to count the total of errors that students made, and the last to find out the source of errors. The result showed a total of errors found were 343 items. From 343 items were classified into 4 categories those are omission, addition, misformation, and misordering. The highest percentage was 61,51% or 211 items for addition, misformation was 84 items or 24,48%, omission was 46 items or 13,41%, and misordering for the lowest percentages was 0,58% or just 2 items of error. Another result of Agisnandea research for source of error, she found that the most of source of error was in the interlingual transfer, or the influence of mother tongue has big impact for the result was 56 or 37.08% because as we know that Bahasa does not have silent letter.

The last related research was from Arvian, with the research title “Error analysis of silent letters pronunciation made by the fourth semester students of English department of STBA JIA”.²⁴ There are three focuses of this research. The first one is to find out errors of pronunciation made by the fourth-semester students of STBA JIA. The second focus is to find out the causes of the error. The last is to find out the errors that mostly exist in this case. The result of this research shows that the pre-systematic error is not found in this research. The students only made the post-systematic error and systematic error in pronouncing English words containing silent letters. Other results from this research show that the phonetics constraints of Indonesian as the students’ mother tongue gives an impact on the students’ pronunciation. It was reflected by the post-systematic error they made in

²⁴ Elsan Arvian, *Op. Cit.* p.33

pronouncing English words containing silent letters in initial and final position. The last result of this research is the fourth-semester students of the English department of STBA JIA common error is the medial position 70%. Whereas, in the final position, the words *ballet* and *buffet* are the most common error. It is shown by 70% of students who made errors. There is no error occurred in the pronunciation of words *autumn* and *damn*. These words have an inert letter in the final position.

Based on the relevant research above, there were some updates contained in this research. This research analyzed the students' pronunciation errors in silent letters [a], [e], [i], and [u]. In addition, the difference between this study and previous research was that the participant of this research was the twelfth-grade students of SMA Muhammadiyah 1 Sekampung Udik, which means that the participants under study was a non-English student. This research is important to do considering this research has never been done in that school and also already knows well the state of the school. Furthermore, also did not find any previous research that analyzed the pronunciation errors focused on the vowel silent letter. Therefore, this research can be formulated the title as an analysis of student pronunciation error of English vowel silent letter.

H. Research Method

1. Research Design

This research used a qualitative method. The qualitative method in this research to answer the research objective, that was to describe types of error and source of error the pronunciation error of vowel silent letter by the twelfth-grade students of SMA Muhammadiyah 1 Sekampung Udik. According to Frankle, qualitative descriptive is a research study that investigates the quality of relationships, activities, situations, or materials which is often referred to as qualitative

research. Qualitative descriptive methods describe in detail everything that happens in a particular activity or situation rather than comparing the effects of certain treatments.²⁵

Based on Creswell, qualitative research is a means of exploring and understanding the meaning of an individual or group that is thought to come from a social or human problem.²⁶ Referring to Hardani, qualitative research focuses on research activities by way of describing and understanding the social phenomena it observes. Understanding is not only from the researcher's perspective, but what is more important is the understanding of the observed symptoms and facts based on the point of view of the subject being studied.²⁷ The research process involves the emergence of questions and procedures, data usually collected in participant settings, data analysis constructs inductively from specific points to general themes and the researcher's work of interpreting the meaning of the data.

According to statement above, this research only investigating the phenomenon of the research in SMA Muhammadiyah 1 Sekampung Udik.

2. Source of Data

The data of this research were taken from the students of twelve grade senior high school Muhammadiyah 1 Sekampung Udik in the academic year 2022/2023 of first semester. The participants in this study were determined purposively and took one class of science one to be analyzed. The used of purposive sampling was because this research need participants who can support this research. Based on

²⁵ Jack. R Frankle, Wallen, and Hyun, *How to Design and Evaluate Research in Education (8th edition)* (New York: Mc. Graw-Hill, 2012), p.426

²⁶ John W Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches (3rd ed)*. (America: Sage Publication Inc, 2009).

²⁷ Hardani, et al, *Metode Penelitian Kualitatif & Kuantitatif*. (Yogyakarta: CV. Pustaka Ilmu Group, 2020) p.39

recommendations from several parties this class is a class that can be cooperative in following various things. Furthermore, it already knows that the students in this class were still make incorrect and difficult to pronounce in silent letter word. The purposive sampling may decide to use depends on the purpose of the study. It means, the participants can chosen based on needs and research objectives, these are:

- a. To find out the type of student error.
- b. To find out the source of student errors.

This research requires participants to read 12 words contained in the vowel silent letter and record them. After that, the recording from the participants was listened to repeatedly to get a transcript of the recording and then used to analyze.

3. Instrument of Research

This research collected data based on the instrument. According to Sugiyono, in qualitative research, the research instrument or tool is the researcher him/herself.²⁸ This research used video documentation in the form of recorded pronunciation by students and interview as data collection techniques. This type of documentation was a pronunciation assignment, already provided 12 words (see appendix 3) containing 4 letters (a, e, i, and u) for students to read and pronounce, and their speech was recorded. The 12 words were chosen according to silent letter contained in the words. Then the result from participant recording about vowel silent letter pronunciation was transcribed to analyze. And a interview (see appendix 7) to find out the source of the error by providing one by one interview data to students in class.

²⁸ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D* (Bandung: Alfabeta, 2020), p.293

4. Research Procedure

Following are the procedures in this research:

- a. Finding phenomena related to pronunciation.
- b. Formulate research problems and determine the focus of research. The focus has been determined on students error in pronouncing the vowel silent letter.
- c. Determine the research participants. The participants of this research was twelfth class senior high school Muhammadiyah 1 Sekampung Udik.
- d. Data collection. This research used video documentation to collect data from students. The video documentation recording contains 12 words contained in the vowel silent letter.
- e. The study identifies and classifies the types of students' errors in pronouncing the vowel silent letter. The result of students' recordings was listened to and transcribed. Then classified the types of errors made by students. After that, it was described the proportions of errors produced by the students. Triangulation was used in ensuring the validity of the research result.
- f. Make a report from the research that has been done.

5. Trustworthiness of The Data

Qualitative research must disclose the data as the real life of the subject. This qualitative research uses a methodology to maintain the validity of the data in order to obtain more accurate conclusions. To make the data valid, triangulation was used. Triangulation involves the use of different methods and sources to check the integrity of or extend, inferences drawn from the data. It has been widely adopted and developed as a concept by qualitative researchers as a means of investigating the 'convergence of both the data and the conclusions derived from them. Cohen stated that to make

trustworthy and credible qualitative research, one can use a method called triangulation. Referring to Cohen, there are several types of triangulation as follows:

a. Time Triangulation.

This type attempts to take into consideration the factors of change and process by utilizing cross-sectional and longitudinal designs. Cross-sectional triangulation means that the data is collected at one point in time. Then longitudinal triangulation means that the data is collected from the same group at different points in the time sequence.

b. Space Triangulation

This type is used in order to collect similar data at different places.

c. Theoretical Triangulation

This type draws upon alternative or competing theories in preference to utilizing one view point only.

d. Methodological Triangulation

This type used either the same method on different occasions or different methods on the same object of study.

e. Investigator Triangulation

This type engages more than one observer, data are discovered independently by more than one observer.²⁹

This study uses a triangulation type of investigator triangulation by using different observers to make the data results more valid and it hopes to overcome the weaknesses or intrinsic biases and problems that come from a single observer. The observer in this study was a researcher and one of the lecturers of English Education at Raden Intan State Islamic University of Lampung.

²⁹ Ibid, 142.

6. Technique of Data Analysis

After collecting the data, it was analyzed by using descriptive analysis which involved the description and the interpretation of the data. According to Miles and Huberman, the steps in analyzing the data are data reduction, data display and drawing conclusion. This research used the procedure error analysis through the following steps:

a. Data reduction.

After the data has been collected, it was done by sorting the data, making themes, categorizing, focusing the data according to the field, discarding, compiling the data in a way and making summaries in the unit of analysis, after that the data is examined again and grouped according to the problem being studied. After being reduced, the data that is in accordance with the research objectives are described in the form of sentences so that a complete picture of the research problem is obtained.

b. Data display

This form of analysis was carried out by presenting data in the form of a narrative, which describes the data findings in the form of an outline sentence chart, the relationships between categories that are sequential and systematic.

c. Drawing conclusion.

Even though the data reduction conclusions have been drawn, they are not permanent, there is still the possibility of additions and subtractions. At this stage, the conclusions have been found in accordance with the evidence of data obtained in the field accurately and factually. Starting with data collection, data selection, data triangulation, data categorization, data description and drawing conclusions.

d. Evaluating student errors

After the data was grouped, then calculate the students errors and add up each error by counting the errors to get the number of errors for each. In this step, the number of errors will be presented in tabular form using the following formula to calculate the error frequency.³⁰

The Formula of Percentage of the Types of Errors

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

P = The presentation of errors

F = The frequency of error occurred

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

I. Systematics of the Discussion

1. Chapter I Introduction

This chapter contains the affirmation of the title, background problems, focus and sub-focus of research, problem formulation, objectives of the research, significance of the research, relevant research, research methods, and research systematics. This introduction chapter was useful for readers to provide initial information about this research. This section of research methods in this chapter also describes in detail the type of research, source of data, data collection technique, and methods used of research data analysis.

2. Chapter II Literature Review

After the framework of the research was explained in the first chapter, then in the second chapter there was a description of the theory that was relevant to the research

³⁰ Anas Sudijono, *Pengantar Statistik Pendidikan*. (Jakarta: PT. Raja Grafindo Persada, 2018), p. 43

theme. This was in order to provide an overview to the reader about the theories used in this research as a reference or foundation for the research.

3. Chapter III Description of Research Object

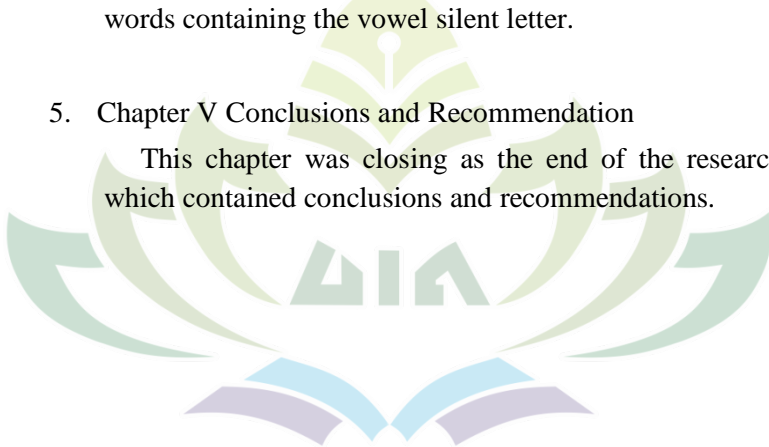
This chapter contained a general description of the object that describes general description of the object of research that underlies the research findings. The display of facts and data describes the facts found in the field.

4. Chapter IV Research Analysis

This chapter explained the types of errors made by students (also shows the percentage of students' errors), and what source of students error pronunciation English words containing the vowel silent letter.

5. Chapter V Conclusions and Recommendation

This chapter was closing as the end of the research which contained conclusions and recommendations.



CHAPTER II

REVIEW OF LITERATURE

A. Phonology

Referring to Odden, Phonology is one of the core fields that composes the discipline of linguistics, which is defined as the scientific study of the structure of language.³¹ According to Muhassin Phonology is a branch of microlinguistics whose scope discusses about the sound of language in terms of its function.³² Phonology is the study of the structure of sounds in language, as opposed to the study of sentence structure (syntax) or word structure (morphology), or how language changes over time (historical linguistics). According to Birjandi, phonology is the study of all aspects of the sounds and sound system of a language. It includes two major sub-branches: (a) phonetics, and (b) phonemics.³³ And also Richard states that phonetics is the systematic study of speech sounds, which are physical and can be observed directly.³⁴ In short, it can be said that phonology is a branch of linguistics that studies the sounds of language, the process of their formation and changes.

Phonetics is part of the study of linguistics which studies how to produce language sounds or how a language sound is produced by human speech organs. 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 consonants, we are referring to the difference in

³¹ David Odden, *Introducing Phonology*, (New York: Cambridge University Press, 2005), p.2

³² Mohammad Muhassin, "Telaah Linguistik Interdisipliner dalam Makrolinguistik" *Jurnal Tadris Bahasa Inggris*, Vol.6, No.1, (2014), p. 2.

³³ Parviz Birjandi., Mohammad Ali Salmani, *An Introduction to Phonetics*, (Iran: Zabankadeh Publications, 2005), p. 6

³⁴ Richard Ogden, *An Introduction to English Phonetics*, (Edinburgh: Edinburgh University Press, 2009), p. 1

the sound we produce when speaking and not referring to the spelling of the vowels and consonants. Ulrike stated that phonetics is concerned with the nature, production and perception of speech sounds of human language.³⁵ On the other hand, phonology is concerned with how speech sounds form patterns in a particular language. In order to describe an utterance sound, it is necessary to know about the individual sounds, and how each sound created is different from the others.³⁶ Based on that, phonetics is important for second language learners or non-native speakers in pronouncing a second language.

B. Pronunciation

Pronunciation is a key element of spoken language. Someone who has good pronunciation, in communicating the interlocutor will more easily understand the meaning of our conversation. Good pronunciation contributes to successful and effective communication.³⁷ Every country and even city has a different language, this makes a person has their own dialect and different pronunciation in speaking other languages. Therefore, learning about pronunciation must be done continuously to improve speaking skills. Pronouncing words correctly and clearly is the most important part of communication. Miscommunication between speaker and listener is common. To avoid this, a good speaker must be correct and clear in pronouncing English words.

According to Smakman pronunciation is the act of using the muscles in your speech tract in such a way that speech sounds come out of it for others to hear and interpret.³⁸ As also explained by Yates as cited in Gilakjani, pronunciation is

³⁵ Gut Ulrike, *Introduction to English Phonetic and Phonology*, (Frankfurt: Peter Lang) 2009 p.7

³⁶ Victoria Fromkin, Robert Rodman & Nina Hyams, *An Introduction to Language 9th edition* (Wadsworth:Michael Rosenberg, 2011), p.190.

³⁷ Anna Jrozs, *English Pronunciation in L2 Instruction*, (Switzerland: Springer, 2019).

³⁸ Dick Smakman, *Op.Cit*, p.14

the production of sounds that is used for making meaning.³⁹ In other words, pronunciation is the act or way of pronouncing utterance words. It can also be said that it is a way of speaking a word, especially a way that is generally accepted or understood. From this statement it can be concluded that pronunciation refers to the sound production of the words a person uses in language to communicate with others. Pronunciation that is done to communicate with other people certainly requires clear and correct pronunciation. The underlying thing is that pronunciation refers to the production of sounds that we use to make meanings. We already know that the pronunciation we use will be interpreted as a meaning by the interlocutor so that it is very necessary to pronounce it correctly. The good pronunciation makes communication run well without any misunderstanding between the speaker and the interlocutor.

Pronunciation not only means the way we produce sounds or pronounce words correctly so that they can be understood by others, but pronunciation also has several aspects that explain how we produce the sound of words. The broad definition of pronunciation includes both supra-segmental and segmental features.⁴⁰ It includes attention to specific sounds of a language (segments), aspects of speech beyond the individual voice level, such as intonation, phrases, stress, timing, rhythm (supra segmental aspects), how sounds are projected (sound quality) and, in the most basic definition broad, attention to gestures and expressions that are closely related to the way we speak a language. Each aspect of pronunciation is briefly described below.

Pronunciation is one aspect of English that may be difficult for students to learn or master. This is because

³⁹ Abbas Pourhosein Gilakjani, *English Pronunciation Instruction: A Literature Review, International Journal of Research in English Education* Vol.1, No.1, (2016), p.2.

⁴⁰ Adult Migrant English Program (AMEP) Research Centre. Fact Sheet - *What is Pronunciation*, (2001) p. 1

learning pronunciation takes a lot of time, strong intention and effort to improve skills and understand how to pronounce correctly. In communicating, of course, it will cause reciprocity between the speaker and the listener as well as in communicating in English. The reciprocal relationships that occur when communication takes place greatly affect each other. In order for the listener to understand the meaning of our speech, a clear pronunciation is needed. Therefore, it is necessary to have good pronunciation skills and understanding, so pronunciation is an important aspect of language that must be learned. If the students pronunciation is wrong, it can lead to misunderstandings in the interpretation of meaning.

Based on the explanation above, it can conclude that pronunciation is how we talk and communicate with other people to give understanding or meaning to others. Learning pronunciation is important in language. With good pronunciation it will minimize misunderstandings for listeners. This is important to be mastered by students, especially students of SMA Muhammadiyah 1 Sekampung Udik.

1. Features of Pronunciation

Pronunciation has two main features; These features are segmental and supra-segmental features. Segmental characteristics include phonemes consisting of vowels and consonants. In addition, supra-segmental includes stressing and intonation.⁴¹

a. Segmental Features

Segmentals can be defined as minimal units of sound defined in phonetic terms.⁴² Segments are the phonological sounds that appear in a word. For

⁴¹ Ibid, p.1-2

⁴² Jhon Hodgetts, *Pronunciation Instruction in English for Academic Purposes* (Switzerland: Springer, 2020), p.51

example, the word “foreign”, it’s consists of seven letters but there are only five phonological sounds, its sounds are [f], [v], [r], [ɪ], [n], and the sounds called segment.⁴³ Carr also states that segmental phonology is the study of segmental phenomena such as vowels and consonant allophones.⁴⁴ 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.

1) Vowel

A vowel is a sound made with no obstruction in the vocal tract to the air as it passes through it.⁴⁵ Victoria states that vowels are produced with little restriction of the airflow from the lungs out the mouth and/or the nose.⁴⁶ Vowels can stand alone, it can be produced without consonants before or after them. The quality of a vowel depends on the shape of the vocal tract as the air passes through. Different parts of the tongue may be high or low in the mouth; the lips may be spread or pursed; the velum may be raised or lowered.

Vowels also differ as to whether the lips are rounded or spread. The back vowels [u], [ʊ], [o], and [ɔ] in *boot*, *put*, *boat*, and *bore* are rounded vowels in English. They are produced with pursed or rounded lips. The low vowel [a] in the words *bar*, *bah*, and *aha* is the

⁴³ David Odden, *Op. Cit*, p.14

⁴⁴ Philip Carr, *A Glossary of Phonology* (Edinburg: Edinburg University Press, 2008). p.157.

⁴⁵ Paul Cerney and Inger, *American English Phonetics and Pronunciation Practice* (Now York: Routledge, 2020), p.122

⁴⁶ Victoria Fromkin, Robert Rodman & Nina Hyams, *An Introduction to Language 9th edition* (Wadsworth:Michael Rosenberg, 2011), p.205

(American) English back vowel that occurs without lip rounding.⁴⁷

a) Long Vowel

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.

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.

The third sound in *starling*, represented by [ɑ:]. The part of the tongue between the central and the back is lowered to fully open position, and the lips are in neutral shape. A pen central-back vowel.

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.

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

The middle sound in *fish*, represented by /ɪ/. The part of the tongue between the front and the central is raised to just above

⁴⁷ Ibid, p.208.

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

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.

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.

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**

According to Hancock, diphthong is a complex vowel.⁴⁸ A diphthong is a sequence of two vowel sounds. Diphthongs are present in the phonetic inventory of many languages, including English. The vowel sound in the word bite [baɪt], however, is the [a] vowel sound and followed rapidly by the [ɪ] sound of fit, resulting in the diphthong [aɪ]. Similarly, the vowel in bout [baʊt] is [a] followed by the [ʊ] sound of put, resulting in [aʊ]. Another diphthong that occurs in English is the vowel sound in boy [bɔɪ], which is the vowel [ɔ] of bore followed by [ɪ],

⁴⁸ Mark Hancock, *Pronunciation Games* (New York: Cambridge University Press, 1995), p.4

resulting in [ɔɪ].⁴⁹ In English, all diphthongs have the first element as longer and more prominent than the second, and are known as falling diphthongs.

2) Consonant

Consonant is sounds made by blocking the flow of air coming out from the lungs.⁵⁰ There are three ways to describing the consonant sounds: manner of articulation, place of articulation and force of articulation.⁵¹

a) Manner of Articulation

The manner of articulation refers to the interaction between the various articulators and the airstream. For example, with plosive sounds, the articulators act in such a way that the air is temporarily trapped, and then suddenly released. The manners of articulation are: plosive, affricate, fricative, nasal, lateral, and approximant.

Plosives occur when a complete closure is made somewhere in the vocal tract. Air pressure increases behind the closure, and is then released 'explosively'. Plosive sounds are also sometimes referred to as stops. **Affricates** occur when a complete closure is made somewhere in the mouth, and the soft palate is raised. Air pressure increases behind the closure, and is then released more slowly than in plosives. **Fricatives** occur when two vocal

⁴⁹ Victoria Fromkin, Robert Rodman & Nina Hyams, *An Introduction to Language 9th edition* (Wadsworth:Michael Rosenberg, 2011), p.208

⁵⁰ Mark Hancock, *Op. Cit.* p.4.

⁵¹ Gerald Kelly, *How to Teach Pronunciation* (England: Pearson Education Limited, 2000), p. 47.

organs come close enough together for the movement of air to be heard between them. **Nasal** sounds occur when a complete closure is made somewhere in the mouth, the soft palate is lowered, and air escapes through the nasal cavity. **Lateral**, the lateral is so called because, in this sound, the airflow is around the sides of the tongue. **Approximants** occur when one articulator moves close to another, but not close enough to cause friction or to stop the airflow.

b) **Place of Articulation**

The place of articulation is about what the various articulators actually do. Place of articulation distinctions are as follows. Where the articulators are the lips, the sound in question is bilabial. Where the active articulator is the lower lip and the passive articulators are the upper teeth, the sound is labiodental. Dental sounds are articulated with the tip of the tongue and the upper teeth. Alveolar sounds are articulated with the tip/blade of the tongue and the alveolar ridge. Post-alveolar sounds are retracted somewhat from this position; an example is the post-alveolar approximant [ɹ] found in many accents of English. Palato-alveolar sounds are articulated with the blade of the tongue as the active articulator and the palato-alveolar region as the passive articulator. In palatal sounds, the active articulator is the front of the tongue and the passive articulator is the hard palate. The back of the tongue and the soft palate are,

respectively, the active and passive articulators in velar sounds, whereas in uvular sounds, the articulators are the back of the tongue and the uvula. The walls of the pharynx are the articulators in pharyngeal sounds, and the vocal cords themselves are the articulators in glottal sounds.⁵²

c) Force of Articulation

Regarding the force of articulation, the following terms are used: fortis or strong, and lenis or weak. In spoken English, 'fortis' happens to equate with unvoiced sounds, which require a more forcefully expelled airstream than 'lenis' sounds, which in English happen to be voiced. As far as English consonants are concerned, the distinction is most useful when it comes to distinguishing between sounds that are articulated in essentially the same way, one using the voice, the other not. An example pair is [p] (unvoiced, and fortis) and [b] (voiced, and lenis). The difference between unvoiced and voiced sounds can be felt by touching the Adam's apple while speaking. There will feel vibration for the voiced sounds only.⁵³

b. Supra-Segmental Features

Supra-segmental is a term used in phonetics and phonology to refer to a vocal effect which extends

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

⁵³ Gerald Kelly, *Op. Cit.* p.47.

over more than one sound segment.⁵⁴ There are stress and intonation in supra-segmental feature.

1) **Stress**

Stress refers to the prominence given to certain syllables in words and certain syllables or words in utterance. Every sentence has a syllable, and there is one syllable in a word that will sound louder than other words. The syllable that has a louder sound is called a stress.⁵⁵

2) **Intonation**

Intonation refers to the way the voice goes up and down in pitch when we are speaking. It is very important to indicate the meaning of the speaker. Intonation means when, why and how a speaker chooses to raise or lower or sustain the pitch of her or his voice at particular points while speaking.

C. **Vowel**

A vowel sound is a speech sound produced without significant constrictions of the air flowing through the mouth. According to Hornby, vowel is a speech sound in which the mouth is open and the tongue is not touching the top of the mouth, the teeth, etc.⁵⁶ Ogden stated that vowel sounds are syllabic sound made with free passage of air down of mid line of the vocal tract and without friction.⁵⁷ A vowel can also be defined as a sound in which the airflow is allowed out of the

⁵⁴ David Crystal, *A Dictionary of Linguistics & Phonetics* (Oxford: Blackwell, 2008), p.466

⁵⁵ Gerald Kelly, *Op. Cit.* p.66.

⁵⁶ A S Hornby, *Op. Cit.* p.1666.

⁵⁷ Richard Ogden, *Op. Cit.* p.56.

mouth without obstruction, and without any interruption.⁵⁸ Therefore, a vowel sound is a voiced sound produced without obstruction and friction, they are usually voiced.

Vowels are an important category in pronunciation. To produce good pronunciation it is important to understand or master vowels. Vowels are used to find out how the sound comes out of the mouth so that it produces a good language. In general, vowels function as syllable signs because vowels are sounds. Vowels can produce sound without the help of others.

1. Tongue Position

Figure 2.1
Position of the tongue in producing the vowels
in he, who, and hah.

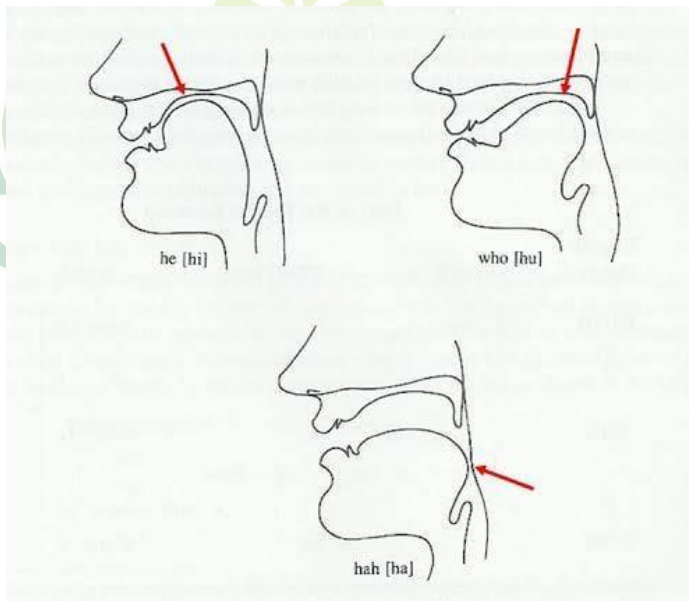


Figure 2.1 show that the tongue is high in the mouth in the production of the vowels [i] and [u] in the words *he* [hi] and *who* [hu]. In *he* the front part (but not

⁵⁸ Damitra Paolo Purba, et.al, “An Analysis Students’ Vowel in Pronunciation” Linguistic, English Education and Art (LEEA) Journal, Vol.3, No.1 (December 2019) p.182.

the tip) of the tongue is raised; in who it is the back of the tongue. These are both high vowels, and the [i] is a high front vowel while the [u] is a high back vowel.

To produce the vowel sound [a] of *hah* [hɑ], the back of the tongue is low in the mouth, as in figure 2.1 shows. This vowel is therefore a low back vowel.

The vowels [ɪ] and [ʊ] in the words *hit* /hɪt/ and *put* /pʰʊt/ are similar to those in *heat* /hi:t/ and *hoot* /hu:t/ with slightly lowered tongue positions.

The vowel [æ] in *hack* /hæk/ is produced with the front part of the tongue low in the mouth, similar to the low vowel [a], but with the front rather than the back part of the tongue lowered. Thus [æ] is a low front vowel.

The vowels [e] and [o] in *bait* /bet/ and *boat* /bot/ are mid vowels, produced by raising the tongue to a position midway between the high and low vowels just discussed. [ɛ] and [ɔ] in the words *bet* /bet/ and *bore* /bɔ:r/ are also mid vowels, produced with a slightly lower tongue position than [e] and [o], respectively. Here, [e] and [ɛ] are front; [o] and [ɔ] are back.

To produce the vowel [ʌ] in the word *butt* /bʌt/, the tongue is not strictly high nor low, front nor back. It is a lower mid-central vowel. The schwa vowel [ə], which occurs as the first sound in *about* /əbaʊ/, or the final sound of *sofa* /sɒfə/, is also articulated with the tongue in a more or less neutral position between the extremes of high/low, front/back. The schwa is used mostly to represent unstressed vowels.⁵⁹

2. Lip Rounding

The lip position of vowels is generally correlation with the height and back of the vowels. Lip rounding of English vowels normally is not so high and low, almost

⁵⁹ Victoria Fromkin, *Op. Cit.* p.207.

vowel sounds are in middle of centre. So, it means lip rounding is also important in the articulation of vowels. Vowel sounds are clearly listening or identify in the surface of speaker on his or her lip rounding. English as a foreign language however is harder to identify by only listening the vowel sounds even using media. In conversation it is impossible every day it can derive media of pronunciation to clarify the sounds. It can be seen in the following figure for some vowel sounds.

Figure 2.2

Lip Rounding



Lip rounding of the vowels is different. Lip rounding of [i] can be seen in the picture above where the position of the lip rather a few open. Lip rounding of [a] can be see where position of the lip more open from [i]. Then lip rounding of [u] where the position of the lip is a few rounding. The last, lip rounding [ɔ] where the position of the lip more rounding.

3. Kinds of Vowels

In English there are some vowel sounds, they are divided into two parts; single vowels or monophthongs and diphthong or gliding vowel. An additional term used is triphthongs which describes the combination of three vowel sounds.

a. Diphthong

Referring to Hancock, diphthong is a complex vowel.⁶⁰ Diphthong or gliding vowel sounds is made by movement from one vowel to another. For all diphthongs, one of the best techniques is make and hold the first element, then slowly move to the second. Here are suggested ways how to make diphthong sounds by Kelly:

Table 2.1
Some suggested ways of explaining how to form the diphthong sounds.⁶¹

Diphthong	For all diphthongs, one of the best techniques is to get students to make and hold the first element, then slowly move to 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 <i>air</i> . Point to your hair. Say <i>over there</i> , or <i>on the chair</i> . All will give good examples of the sound, which you can then isolate.
eɪ	Pretend not to hear someone, and say <i>eh?</i>
ɔɪ	Words work best here: <i>toy</i> , <i>boy</i> , <i>enjoy</i> .

⁶⁰ Mark Hancock, *Op. Cit.* p.4.

⁶¹ Gerald Kelly, *Op.Cit.* p. 39.

ai	Make the sound and point to your eye.
əʊ	<i>Oh, hello</i> , 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!

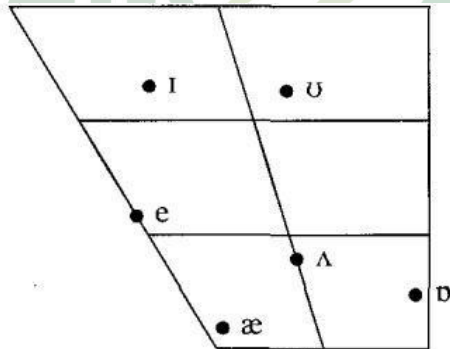
b. Single Vowel

In single vowel, there are short and long vowels;⁶²

1) Short Vowel

English has many vowel sounds; the first is a short vowel. Short vowels consist of six letters. As seen in the figure below:

Figure 2.3
Short Vowel



The vowel [ɪ], as in the words ‘bit’, ‘pin’ and ‘fish’, is in the close front area and is more

⁶² Ramanda Safari, *The Influence of Using Sociodrama Towards Students Pronunciation Mastery at The Second Semester of The Eighth Grade at MTSN 3 South Lampung in The Academic Year of 2016/2017*, (Thesis, Raden Intan State Islamic University 2017) p.81

open, and nearer in to the centre. The lips are slightly spread.

The vowel [e], as in the words 'bet', 'men', and 'yes', is a front vowel between. The lips are slightly spread.

The vowel [æ], as in the words 'bat', 'man', and 'gas', is a front vowel. The lips are slightly spread.

The vowel [ʌ], as in the words 'cut', 'come', and 'rush', is a central vowel and is more open than the open-mid tongue height. The lip position is neutral.

The vowel [ɒ], as in the words 'pot', 'gone', and 'cross', is not quite fully back, and between open-mid and open in tongue height. The lips are slightly rounded.

The vowel [ʊ], as in the words 'put', 'pull', and 'push', is slightly open and near to central. The lips are rounded.

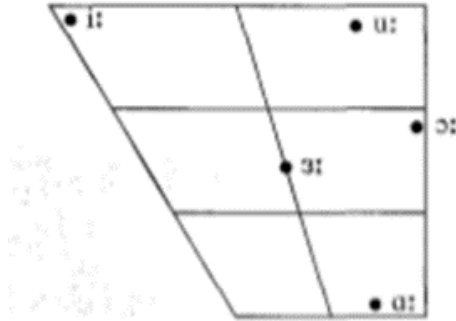
There is one other short vowel, for which the symbol is [ə]. This central vowel is heard in the first syllable of the words 'about', 'oppose', and 'perhaps', for instance.⁶³

2) Long Vowel

According to Roach, long vowels tend to be pronounced a bit longer than the short vowels. There are five long vowels as seen in the following figure.

⁶³ Peter Roach, *English Phonetic and Phonology: A Practical Course* 4th Edition (New York: Cambridge University Press, 2009) p.14

Figure 4.2
Long Vowel



The vowel [i:], as in the words ‘beat’, ‘mean’, and ‘peace’, is closer and more front than is the short vowel [ɪ]. Although the tongue shape is not much different from the short vowel [ɪ], the lips are only slightly spread and this results in a rather different vowel quality.

The vowel [ɜ:], as in the words ‘bird’, ‘fern’, and ‘purse’, is a mid-central vowel. The lip position is neutral.

The vowel [ɑ:], as in the words ‘card’, ‘half, and ‘pass’, is an open vowel, but not as back as the vowel [ʌ]. The lip position is neutral.

The vowel [ɔ:], as in the words ‘board’, ‘torn’, and ‘horse’, is almost fully back and it has quite strong lip-rounding.

The vowel [u:], as in the words ‘food’, ‘soon’, and ‘loose’, is less back and less close compared to the vowel [ʊ]. The lips are only moderately rounded.⁶⁴

⁶⁴ Ibid, p.17.

D.Silent Letter

1. Definition

According to Podhaizer silent letters are letters that are not heard making their ‘usual’ sound in a word as silent.⁶⁵ Siregar states that silent letter is a letter which is present in spelling but omitted in the pronunciation.⁶⁶ It is clear that silent letters create a disparity between how to spell a word and how to pronounce a word in English. When students have only heard a word and try to write it, they might leave the letter out because they do not hear it spoken. Similarly, the students that have seen a word written down might try to pronounce a silent letter when speaking.

There are different pronunciations of the vowel [i] that a word has. As in the words “business” and “knife”. In the word “business” the letter [i] is a vowel silent letter which means that the letter is not in the pronunciation. Then on the word “knife” the letter [i] is still pronounced. Silent words make it difficult for students to pronounce correctly. To find out the correct pronunciation of silent letters, students must look at the dictionary or often listen to the words silent letters in English. We have to consider how language users deal with the spelling system in different situations, the first when we read and the second when we write. The problem of readers and writers is not the same.

2. Types of Silent Letter

Refer to Carney, silent letters are divided into three types:

⁶⁵ Mary Elizabeth Podhaizer, *Painless Spelling* (New York: Baron’s Educational Series) 1998 p.88

⁶⁶ Horia Siregar and Melisa Zuriani Hasibuan, “*The Analysis of Students Pronunciation Error*” *Journal of Linguistics, English Teaching and Education*, Vol.1, No.3 (November 2020) p.82.

a. Auxiliary letters

Auxiliary letters, the combination of two letters or diagraph produced one single phoneme. There are two types of auxiliary letters which are exocentric and endocentric.

- 1) Exocentric, as the [th] = [θ] in *the* and [sh]=[ʃ] in *share* are not used to represent the same phoneme as either letter on its own.⁶⁷
- 2) Endocentric, in contrast to exocentric, represents the same phoneme as one of the letters for example the [ea] in *bread* and *leather*.⁶⁸

b. Inert letters

Inert letter, a letter that is spelled and pronounced in certain form, but unpronounced in other form. It can be seen in the letter [g] which occurs in the *signature signatory* and *signal* but in the 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.

c. Empty letters

Empty letter, a letter which is unpronounced but have no real distinctive function like auxiliary letters or inert letters. The letter containing empty letter in onset is [h] in *honest* and *ghost*.⁶⁹

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.

⁶⁷ Edward Carney, *A Survey of English Spelling*. (New York: Routledge, 2012), p.40

⁶⁸ *Ibid*, p.41

⁶⁹ Elsan Arvian, "Error analysis of silent letters pronunciation made by the fourth semester students of English department of STBA JIA" *Jurnal Ennichi*, Vol. 2, No. 1 (2021) p.33.

Second imported words that have not yet been fully assimilated sometimes contain silent letter. 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*.⁷⁰

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.⁷¹ Silent letters are a source of inconsistency in English.

a. Silent Letter in Vowel

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.

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*, and *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. Letter [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’.

⁷⁰ Lee Chang and M. Turvey, “*Silent Letter and Phonological Priming*” *Journal of Psycholinguistic Research*. (May 2003).

⁷¹ 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, No.1, (2008) p.70.

Letter I

The letter [i] also has silent letter too in middle position. Such as *friend*, *parliament*, and *business*.

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*, and *antique*.

b. Silent Letter in Consonant

Letter B

Letter [b] is not pronounced when following 'm' at the end of a word. There are two reasons why the final stopped to be pronounced: simplification and similarity.⁷² 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* in final position.

Letter C

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

Letter D

For letter [d] the examples are *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

⁷² Elsan Arvian, *Op. Cit.* p.31.

these examples the d and the g combined together produce the 'dg' [ʒ].

Letter G

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

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*, *high* in final position.

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*, and *heir*. Also, letter [h] not pronounced when it follows any of these three letters in ch, gh, and rh. Like in the word *character*, *chaos*, *chemical*, *charisma*, *choir*, *chlorine*, *echo*, *mechanic*, *scheme*, *school*, *anchor*, *ache*, *architect*, *monarchy*, *stomach*, *ghost*, *rhythm*, *rhyme* in middle position.

Letter K

Letter [k] is not pronounced when followed by 'n' at the beginning of a word. For the example: *knife, knee, and jump*.⁷³

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, and talk*.

Letter M

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

Letter N

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

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, and coup*. Thenm [p] can also be silent or it changes when it's next to [h] and together like [ph] that often be f sound like *paragraph and telephone*.

Letter S

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

Letter T

Letter [t] can also be silent in middle and final position for words *listen, often, castle, butcher,*

⁷³ Bishnu Paramguru Mahapatra, "The Problem of Silent Letters in ESL Teaching and Learning" International Journal of Creative Research Thoughts (IJCRT), Vol.5, No.4 (December 2017) p.3038.

Christmas, wretch, wrestle, watch, fasten, match, witch, soften, deport, rapport, ballet, gourmet, whistle.

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*.

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.

E. Error

1. Definition of Error

In learning and using a foreign language, one of the inhibiting factors is the fear of error and mistakes. Both error and mistake have the same meaning, but they have differences in language. Muhassin et al stated that, errors are systematic and constant deviations as the trait of the student's linguistic structure at a certain stage of learning.⁷⁴ Ellis states that errors can be defined as deviations from the norms of the target language.⁷⁵ Errors occur when deviations arise as a result of a lack of knowledge. This represents a lack of competence.

⁷⁴ Mohammad Muhassin, et al, "Investigating Spelling Errors Among Indonesian EFL Secondary School Students" *Jurnal Tadris Bahasa Inggris*, Vol.13, No.2, (2020), p.6.

⁷⁵ Ellis, *The Study of Second Language Acquisition* (New York: Oxford University Press, 1999), p. 41.

2. 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 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.⁷⁶ Referring to Erdogan, an error arises when the learners always use the wrong form and they are unable to correct their own faulty utterance.⁷⁷ It means the foreign language learners who make errors are accustomed to saying the wrong word or writing something wrong, either consciously or unconsciously.

In contrast to mistake, an error occurs when deviation arises as a consequence of lack in knowledge, mistake occurs when slip of tongue already known by mistake maker. Corder said that mistake is deviations due to some factors of performance such as pronunciation, spelling, memory limitation, emotional exhaustion, physical stress such as fatigue, physiological condition such as strong emotions, whereas error is deviations of language system that the learner makes.⁷⁸

⁷⁶ H. Douglas. Brown, *Principles of Language Learning and Teaching (5th.ed)*, (United States: Pearson Education, 2007), p.257

⁷⁷ Vacide Erdogan, "Contribution of Error Analysis to Foreign Language Teaching", *Mersin University Journal of the Faculty of Education*, Vol 1, (2005). p.263.

⁷⁸ S. P. Corder, *Error Analysis and Interlanguage* (New York: Oxford University Press, 1981), p. 77

3. Concept of Error Analysis

According to Brown theory, errors can be observed, classified, and analyzed to reveal something of the system operating on the learner that causes spikes in the study of student errors, which is called error analysis.⁷⁹ Based on the explanation above, it can be said that error analysis is a linguistic system to identify, classify, and analyze the wrong competencies of students in learning foreign languages.

In learning process, the learners often produce error in spoken or written form. Moreover, target language and language learners have a different system. Furthermore, Corder in Eliza said that error analysis is a kind of comparative linguistic study, which compares an interlanguage of the learner at a particular point in the time with the target language. Ideally, it should be done on a spontaneous speech sample.⁸⁰

4. Classification of Error

Some Experts give their ideas about the types of errors and classify them into several types. Corder in Ellis distinguishes three types of errors according to systematic:

a. Pre-systematic Errors

The type occurs when the learner is unaware of the existence of a particular rule in the target language. These are random.

⁷⁹ H. Douglas Brown, *Principle of Language Learning and Teaching (4th ed)* (San Fransisco: Addition Wesley Longman, 2000), p.259.

⁸⁰ Eliza Eka Pratiwi , *An Error Analysis on Triphthong Sounds Pronounced by The Eighth Semester Students of English Education Study Program UIN Raden Intan Lampung in the Academic Year 2020/2021*, (Thesis, Raden Intan State Islamic University 2020) p.21

b. Systematic Errors

The type occurs when the learner has discovered a rule but it is the wrong one.

c. Post-systematic Errors

The type occurs when the learner knows the correct target language rule but uses it inconsistently (i.e. makes a mistake).⁸¹

According to Dulay *et al*, in analyzing errors the most useful and commonly used descriptive of errors are linguistic category taxonomy, comparative taxonomy, communicative effect taxonomy, and surface strategy taxonomy.⁸²

a. Linguistic Category Taxonomy

These taxonomies classify errors according to the language component or linguistic constituent (or both) which is affected by the error. Among language components which are included in this category are phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style).

b. Comparative Taxonomy

The comparative taxonomy classifies errors based on comparing the structure of second language errors to other types of constructions, most commonly to errors made by learners during their first language acquisition of the language in question. In this taxonomy, there are four main error categories, that's are

⁸¹ Rod Ellis, *The Study of Second Language Acquisition* (New York: Oxford University Press, 1999), p. 56.

⁸² Anna Stasya Prima Sari and Anggiat Sahat Martua Sinaga, "Error Analysis Made by the Fifth Semester Students of English Language Education Study Program Of Catholic University Of Saint Thomas In Their English Compositions" *Jurnal Suluh Pendidikan (JSP)*, Vol.8, No.2. (September 2020) p.88

developmental errors, interlingual errors, ambiguous errors, and ‘grab bag category’ of other errors.

c. Communicative Effect Taxonomy

This taxonomy focuses on the effect of the errors have on the listener or reader. It focuses on distinguishing between problems that seem to cause miscommunication and those that don't. Problems that affect the overall organization of the sentence hinder successful communication, while problems that affect a single element of the sentence usually do not hinder communication. It means that the problems of communicative effect taxonomy can lead to being misunderstood by the listener or reader to get the intended message. Some of the learners speaking or writing problems can comprehend because there is a minor infraction in the sentence therefore the intended meaning can be guessed but some of the problems prevent the information to comprehend. There are two types of communicative effect taxonomy.

1) Global Errors

Global errors are the errors that happened in the structure of language which causes the learners misinterpret the oral or written message or consider that the message couldn't be understood in the whole context. That effect overall organization significantly hinders communication.

2) Local Errors

Local errors are the errors that happened in the structure language which seem strange or weird, but they didn't make the learners

feel difficult in understanding the meaning of the sentences. This local error is also called linguistics errors.

d. Surface Strategy Taxonomy

This taxonomy concentrates on the ways in which surface structures are altered. Based on Dulay *et al*, there are four categories of errors based on the surface strategy taxonomy. They are omission, addition, misformation, and misordering.

1) Omission

Omission can also be called as deletion. It is the missing of one or more items that must exist in a sentence or utterance. It happens if the lexical item which should be present is omitted or deleted. For the example, the word “test” /test/ is pronounced as /tes/.⁸³

2) Addition

Addition as the opposite omission, this is characterized by the presence of one or more elements that are not needed in a well-formed utterance. For example, the word “car” /ka:/ is pronounced as /kΛr/.⁸⁴

3) 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 “thin” /ðin/ as /tin/.⁸⁵

⁸³ Heidi Dulay, Marina Burt, Stephen Krashen, *Language Two* (New York: Oxford University Press, 1982), p. 154

⁸⁴ *Ibid*, p.156.

⁸⁵ *Ibid*, p. 159

4) Misordering

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/.⁸⁶

5. Source of Error

It is important to know the source of errors in order to identify the problems that students face in the language learning process. Taylor in Rohmatun Nisa points out the source of error into four categories:

- a. Psycholinguistic sources concern the nature of the second language knowledge system and the difficulties learners has using in it production.
- b. Sociolinguistics sources such matters as the learners ability to adjust their language in accordance with the social context.
- c. Epistemic sources concern the learners lack of world knowledge.
- d. Discourse sources involve problems in the organization of information into a coherent “text”.⁸⁷

Jeremy Harmer also distinct the causes of errors. There are two causes of errors based on Harmer as follows:

- a. 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 encountered each other there are often

⁸⁶ *Ibid*, p. 162.

⁸⁷ Rohmatun Nisa, *An Error Analysis of English Voiceless Plosive Consonant Produced by the Students of Junior High School of Cahaya Bangsa School in the Academic Year of 2018/ 2019*. (Metro: State Institute for Islamic Studies of Metro, 2020), p.11-12.

confusions that provoke errors in a learner's use of English. This can be at the level of sounds: Arabic, for example, does not have a phonemic distinction between [f] and [v], and Arabic speakers may well say *ferry* when they mean *very*. It can be at the level of grammar where a student's first language has a subtly different system.⁸⁸

- b. 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. When responding to errors teachers should be seen as providing feedback, helping that reshaping process rather than telling students off because they are wrong.⁸⁹

Brown categorized the source of error into four categories that's are interlingual transfer, intralingual transfer, context of learning and communication strategies.

- a. Interlingual Transfer

Interlingual transfer is a 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. In these early stages, before the system of the second language is familiar, the native language is the only previous

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

⁸⁹ *Ibid*, p.100.

linguistic system upon which the learner can draw.⁹⁰ So the interlingual transfer is an error caused by the learner's native language. We have all heard English learners say *sheep* for *ship*. These errors are attributable to negative interlingual transfer. While it is not always clear that an error is the result of transfer from the native language, many such errors are detectable in learner speech.

b. Intralingual Transfer

One of the major contributions of learner language research has been its recognition of sources of error that extend beyond interlingual errors in learning a second language. It is clear that intralingual transfer (within the target language itself) is a major factor in second language learning.⁹¹ 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. It means that interlingual occur due to the difficulty of the second or target language itself.

c. Context of Learning

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.⁹² Students often make errors because of a misleading explanation from the teacher, faulty presentation of a structure or word

⁹⁰ H. Douglas Brown *Principles of Language Learning and Teaching* 5th.edition, (United States: Pearson Education, 2007), p.263

⁹¹ *Ibid*, p. 264

⁹² *Ibid*, p. 266

in a textbook, or even because of a pattern that was rote memorized in a drill but improperly contextualized.

d. Communication Strategies

Communication strategy explains the production strategy, how students express meaning, and convey messages to others.⁹³ In communicating, sometimes students find it difficult to convey the message perfectly so an error can occur. Causes of errors can occur when students have limited linguistic abilities but they have to express the target language which they may find difficult. Furthermore, communication strategies can be interpreted as students' techniques to bridge the gap between their limited linguistic knowledge and their need in communicating. As a result, students use elements that are linguistically inconsistent with the rules. Students who have problems with this strategy are usually less concerned about grammar, pronunciation, and other language elements whether they are correct or not. Most of them only focus on conveying messages to other people in the hope that those people understand what they want to convey.

James also expressed his opinion about the source of error:

- a. Mother-tongue Influence: Interlingual Errors.
The error is caused by the mother tongue interference. The learners are influenced by the persistence of their native language in using the target language.
- b. Target Language Causes: Intralingual Errors.
The learners in ignorance of a target language

⁹³ *Ibid*, p.132

form on any level and of any class can do either of two things:

- 1) The learner can set about learning the needed item, engaging the learning strategies.
 - 2) The learner can try to fill the gap by resorting to communication strategies.
- c. Communication Strategy-Based Errors. The error includes holistic strategies and analytic strategies.
- 1) Holistic strategies, the term 'holistic' refers to the learners' assumption. The most general term for this approximation.
 - 2) Analytic strategies, express the concept indirectly, by allusion rather than the direct reference: this is circumlocution.
- d. Induced Error refers to the learner errors that result more from the classroom situation than from either the students' incomplete competence in English grammar (intralingual error) or first language interference (interlingual error). They are the result of being misled by the ways in which the teachers give definitions, examples, explanations, and arrange practice opportunities. Errors are caused by material-induced error, teacher-talk induced error, exercise-based induced error, errors induced by pedagogical priorities, and look-up errors.⁹⁴

From the several categories above, this study was analyzed the source of error based on the Brown category. Source of error based on Brown

⁹⁴ Carl James, *Errors in Language Learning and Use*, New York: Routledge, 2013, p. 189.

category consist of interlingual transfer, intralingual transfer, context of learning and communication strategies.



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