

**ERROR ANALYSIS OF STUDENTS PRONUNCIATION IN  
ENGLISH SILENT LETTERS AT UNIVERSITAS  
MUHAMMADIYAH MAKASSAR**



**A THESIS**

*Submitted to the Faculty of Teacher Training and Education  
Muhammadiyah University of Makassar in Partial Fulfillment of  
Requirements the Degree of Education in English Education  
Department*

**MUH. TAUFIQ SHIDQI  
105351104120**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY MUHAMMADIYAH OF MAKASSAR  
2024**



### LEMBAR PENGESAHAN

Skripsi atas nama **Muh. Taufiq Shidqi** NIM 105351104120, diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor; 261 Tahun 1446 H/2024 M, tanggal 22 Safar 1446 H/27 Agustus 2024 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari **Sabtu 31 Agustus 2024**.

Makassar, 26 Safar 1446 H  
31 Agustus 2024 M

#### Panitia Ujian:

1. Pengawas Umum : Dr. Ir. H. Abd. Rakhim Nanda, S.T., M.T., IPU (.....)
2. Ketua : Erwin Akib, S.Pd., M.Pd., Ph.D. (.....)
3. Sekretaris : Dr. H. Baharullah, M.Pd. (.....)
4. Dosen Penguji :
  1. Dr. Ummi Khaerati Syam, S.Pd., M.Pd. (.....)
  2. Hijrah, S.Pd., M.Pd. (.....)
  3. Herlina Daddi, S.Pd., M.Pd. (.....)
  4. Dr. Sujariati, S.Pd., M.Pd. (.....)

Disahkan Oleh:  
Dekan FKIP Universitas Muhammadiyah Makassar

  
**Erwin Akib, S.Pd., M.Pd., Ph.D.**  
NBM: 860 934



MAJELIS DIKELITBANG PP MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar  
Telp : 0811 1782101 (Secretary)  
Email : pps@ibp.unismuh.ac.id  
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

### APPROVAL SHEET

**Title** : Error Analysis of Students Pronunciation in English Silent Letter  
at Universitas Muhammadiyah Makassar

**Name** : Muh. Taufiq Shidqi

**Reg. Number** : 105351104120

**Programmer** : English Education Department Strata 1 (S1)

**Faculty** : Teacher Training and Education

Makassar, 31 Agustus 2024

Approved By,

Consultant I

Dr. Sujariati, S.Pd., M.Pd  
NIDN. 0904067801

Consultant II

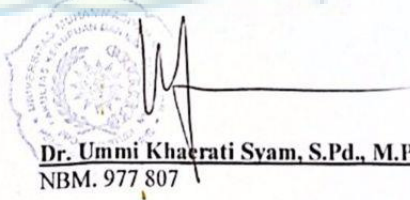
Hilda Hafid, S.Pd., M.Pd  
NIDN. 0918089203

Dean of FKIP  
Universitas Muhammadiyah Makassar



Erwin Akib, S.Pd., M.Pd., Ph.D.  
NBM. 860 934

Head of  
English Education Department



Dr. Ummi Khaerati Syam, S.Pd., M.Pd.  
NBM. 977 807



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UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 209 Makassar  
Telp. 0411 1752101 (Secretary)  
Email: prodi@urumuh.ac.id  
Web: hg.fkip.urumuh.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

COUNSELING SHEET FOR THESIS CONSULTATION

Name : Muh. Taufiq Shidqi  
NIM : 105351104120  
Department : English Education Department  
Title : Error Analysis of Students Pronunciation  
in English Silent Letter  
Consultant I : Dr. Sujariati, S.Pd., M.Pd.

Day / Date	Chapter	Note	Sign
Tuesday 11 Aug 2020	10	The first person on the findings, => revise the part findings and rearrange the results. Shows the findings into table which related to the sound letter. (s but letter).	gff gff
Friday 16 Aug 2020	10	Revise the data finding. Rearrange the data finding based on the research question. Complete the descriptive finding based on the data collection.	gff gff

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Approved by:  
Head of English Education Department

Dr. Umami Khaerati Syam, S.Pd., M.Pd.  
NBM. 977 807





MAJELIS DIKELITBANG PP MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar  
Telp : 0511 1782101 (Secretary)  
Email : prodibg@urumuh.ac.id  
Web : bg.fap.urumuh.ac.id

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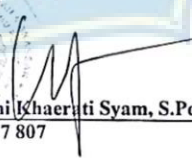
COUNSELING SHEET FOR THESIS CONSULTATION

Name : Muh. Taufiq Shidqi  
NIM : 105351104120  
Department : English Education Department  
Title : Error Analysis of students pronunciation  
in English Silent Letter  
Consultant I : Dr. Sujariati, S.Pd., M.Pd.

Day / Date	Chapter	Note	Sign
Tuesday August, 20, 24	IV	- checking the revision of chapter IV - checking the discussion statement each paragraph - correlated the finding on the theories by expert - sharpen the gap and the key point of the research	g H.
Friday August, 23, 24		- revise Abstract.	g H.
Saturday August, 24, 24		- Re fix Abstract and Introduction - Prepare to Exam	g H. Acc.

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Approved by:  
Head of English Education Department

  
Dr. Umni Khaerati Syam, S.Pd., M.Pd.  
NBM. 977 807





MAJELIS DIKTILITBANG PP MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar  
Telp : 0311 1782101 (Secretary)  
Email : prodibg@urumuh.ac.id  
Web : bg.fap.umsmuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

COUNSELING SHEET FOR THESIS CONSULTATION

Name : Muh. Taufiq Shidqi  
NIM : 105351104120  
Department : English Education Department  
Title : *Litot Analysis of students Pronunciation in English Silent letter*  
Consultant I : Hilda Hafid, S.Pd., M.Pd.

Day / Date	Chapter	Note	Sign
Pd.11/07.08.21	III	Complete the indicator of your research instrument. Put the authors of the theory you used.	<i>[Signature]</i>
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Approved by:  
Head of English Education Department

*[Signature]*  
Dr. Ummi Khaerati Syam, S.Pd., M.Pd.  
NBM. 977 807





### SURAT PERYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertandatangan dibawah ini:

Nama : **Muh. Taufiq Shidqi**  
NIM : 105351104120  
Jurusan : Pendidikan Bahasa Inggris  
Judul Skripsi : Error Analysis of Students Pronunciation in English  
Silent Letters at Universitas Muhammadiyah Makassar

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## SURAT PERJANJIAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertandatangan dibawah ini:

Nama : **Muh. Taufiq Shidqi**  
NIM : 105351104120  
Jurusan : Pendidikan Bahasa Inggris  
Fakultas : Keguruan dan Ilmu Pendidikan

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## **MOTTO**

*“DREAM BIG, WORK HARD, AND LET YOUR PASSION  
DRIVE YOU FORWARD”*

## **DEDICATION**

“I dedicate this thesis to myself, my family and all those who have inspired and belief in me have been the driving force behind my achievements.”



## ABSTRACT

**Muh. Taufiq Shidqi, 2024.** *Error Analysis of Students Pronunciation in English Silent Letter.* Thesis of English Education Department Faculty of Teacher Training and Education Universitas Muhammadiyah Makassar. Supervised by Sujariati and Hilda Hafid.

This study is aimed at describing the pronunciation errors on silent letter made by students' of English Study Programme Universitas Muhammadiyah Makassar and the causes of pronunciation error. In this research, the researcher used descriptive quantitative approach in collecting data through pronunciation test and interview. Hence, the data collection was analyzed quantitatively by using the both theories of analyzing data namely Corder and Ellis and Gay which are supported to analyzing error, classifying error, quantifying error and drawing conclusion. The researcher used purposive sampling to take the sample and the total of participants of this research were 15 students. There were 42 (39.25%) errors classified into Auxiliary Letter, 19 (17.75%) errors classified into Inert Letter, and 46 (42.99%) errors classified into Empty Letter.

The result of the interview showed that there are some factors that cause Error pronunciation. The factors were the native language or mother tongue, the age factors, amount of exposure, phonetic ability, attitude and identity, and motivation and concern for good communication. The result shows that the most common types of pronunciation error in silent letter committed by students is the Empty Letter with 46 (42.99%) occurrences compared to other types of errors in silent letter. And the most factor that causes error pronunciation was the motivation and phonetic ability.

**Keywords:** *Pronunciation, Students Error, Silent Letters.*

## ABSTRAK

**Muh. Taufiq Shidqi, 2024.** Analisis Kesalahan Pengucapan Mahasiswa dalam Pengucapan Huruf Diam Bahasa Inggris. Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. Dibimbing oleh Sujariati dan Hilda Hafid.

Penelitian ini bertujuan untuk mendeskripsikan kesalahan pelafalan pada huruf mati yang dilakukan oleh mahasiswa Program Studi Bahasa Inggris Universitas Muhammadiyah Makassar dan penyebab kesalahan pelafalan tersebut. Dalam penelitian ini, peneliti menggunakan pendekatan kuantitatif deskriptif dalam mengumpulkan data melalui tes pelafalan dan wawancara. Oleh karena itu, pengumpulan data dianalisis secara kuantitatif dengan menggunakan kedua teori analisis data yaitu *cordering ellis* dan *gay* yang didukung untuk menganalisis kesalahan, mengklasifikasikan kesalahan, mengkuantifikasikan kesalahan dan menarik kesimpulan. Peneliti menggunakan *purposive sampling* untuk mengambil sampel dan total partisipan dari penelitian ini adalah 15 siswa. Terdapat 42 (39,25%) kesalahan yang diklasifikasikan ke dalam *Auxiliary Letter*, 19 (17,75%) kesalahan yang diklasifikasikan ke dalam *Innert Letter*, dan 46 (42,99%) kesalahan yang diklasifikasikan ke dalam *Empty Letter*.

Hasil wawancara menunjukkan bahwa ada beberapa faktor yang menyebabkan terjadinya kesalahan pengucapan. Faktor-faktor tersebut adalah bahasa asli atau bahasa ibu, faktor usia, jumlah paparan, kemampuan fonetik, sikap dan identitas, serta motivasi dan kepedulian untuk berkomunikasi dengan baik. Hasil penelitian menunjukkan bahwa jenis kesalahan pengucapan huruf diam yang paling banyak dilakukan oleh siswa adalah *Empty Letter* dengan jumlah 46 (42,99%) kejadian dibandingkan dengan jenis kesalahan pengucapan huruf diam lainnya. Dan faktor yang paling banyak menyebabkan kesalahan pengucapan adalah motivasi dan kemampuan fonetik.

***Kata Kunci:*** Pengucapan, Kesalahan Siswa, Huruf Diam.

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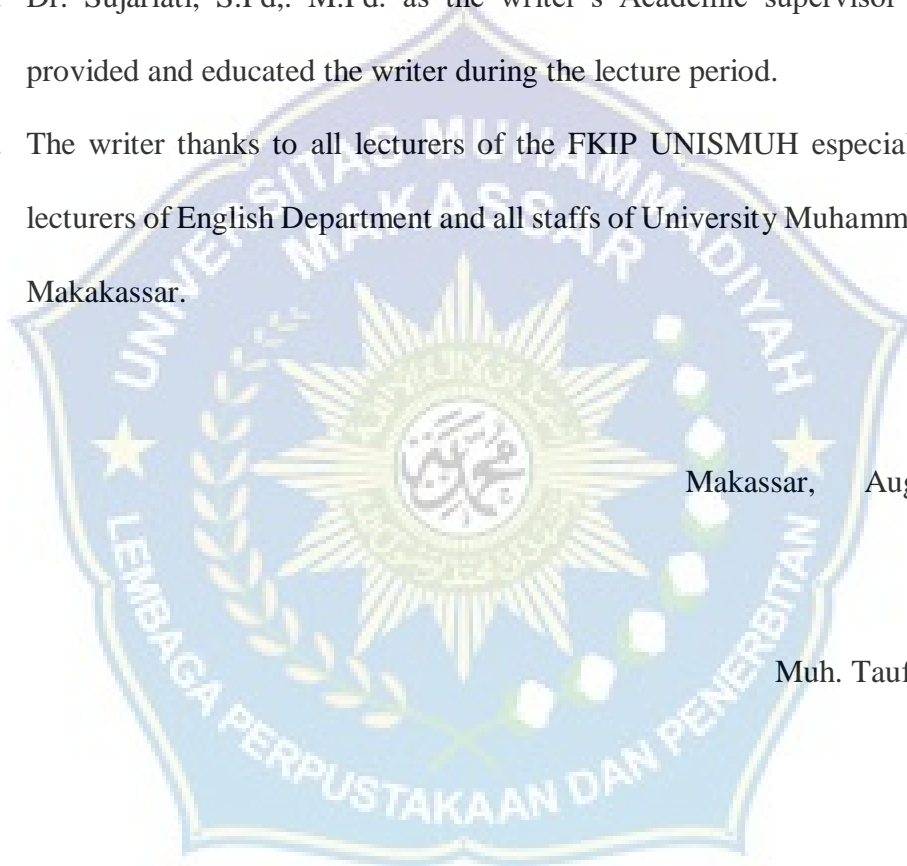
Moreover, the researcher would like to extend profound gratitude to my parents, my father and mother, and my brothers, for their support, encouragement, and sacrifice. In preparing this thesis, I have received considerable assistance, guidance, and input from numerous individuals. Therefore, with all humility, the researcher would like to express his highest appreciation to:

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Makassar, August 2024

Muh. Taufiq Shidqi



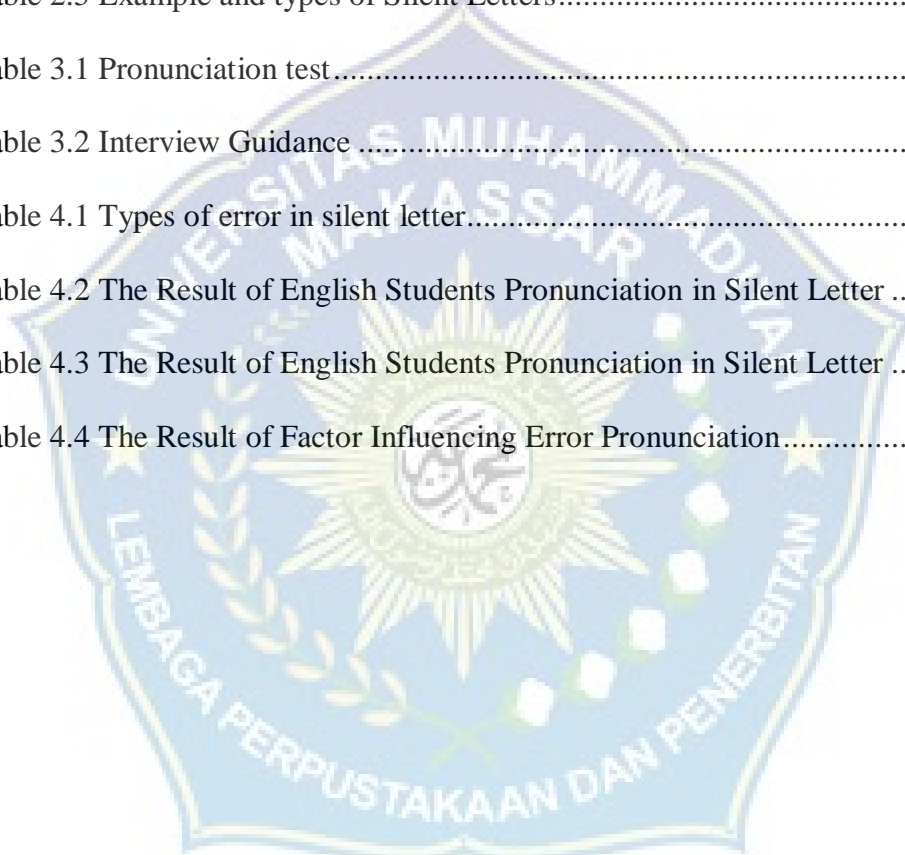
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## CHAPTER I

### INTRODUCTION

#### A. Background

English is often considered a challenging language to learn due to its inconsistencies, especially in pronunciation. This difficulty arises because written and spoken forms of English frequently differ, and English words are not always pronounced according to phonological rules. A single sound can be represented by multiple letters or specific sequences of letters, and conversely, a single letter can represent various sounds or none at all. Therefore, familiarity with the common sounds of the language is essential for learners. As Dalton points out, understanding the elements of pronunciation is crucial, as English pronunciation is an important sub-skill in speaking (Rafael, 2019). Misinterpretation of meaning between speakers and listeners can occur when pronunciation is neglected. Inaccurate or incorrect pronunciation often leads to misunderstandings in spoken words. Unfortunately, the sound system of each English word varies, making it difficult for most Indonesians to recite and pronounce English words correctly.

Pronunciation is the act of speaking words in a particular language in an accepted or generally understood way. It is essential for speakers to learn the unique set of segments of a language's pronunciation. According to Diah and Rarasteja in Sayekti et al (2021) pronunciation entails both the reception and production of speech sounds, with the objective of conveying meaning. Different pronunciations can result in different meanings, making

pronunciation a crucial aspect of language learning. According to Manser pronunciation refers to the way in which words or language are spoken (Arvian 2021). Good pronunciation is essential for effective communication between speakers, as it involves producing speech sounds that are easily understood by the listener. It is widely recognized that pronunciation is the primary aspect of speech that a listener notices during a conversation.

Pronunciation relates to the way words or languages are spoken, including the sequence of sounds used in a particular dialect ('correct pronunciation') or the way an individual pronounces a word or language (Kasimov, 2022). Speaking can be challenging for learners due to shyness, nervousness, fear of making pronunciation errors, and uncertainty about what to say in English. Clear pronunciation is crucial for effective communication. Students need to develop their English pronunciation skills, which can be challenging due to the differences between English and Indonesian pronunciation. As stated by Zemlianska (2021) it is necessary to learn English pronunciation. It is not easy for non-native speakers, and their native language can also affect their pronunciation. To improve, students should practice regularly. Therefore, it is crucial for students to put in the effort to practice and improve their English pronunciation. In Indonesian, most written words are pronounced the same as they are spelled. However, in English, many words have different pronunciations than their written form. It is important to note that some English words are pronounced completely differently from their written form.

One common mistake in English pronunciation is the existence of silent letters. These letters are present in the spelling but not in the pronunciation of a word. English learners may be confused about pronunciation due to the presence of silent letters (Sayekti et al., 2021). Some students struggle with pronouncing words that contain silent letters, even if they know the rules. Additionally, Some students have no understanding of the rules or proper pronunciation at all. While many students apply the rules correctly, consistency can be an issue.

Pronunciation errors in English can occur in words with silent letters, such as debris. These errors are a result of the effects of the learner's native language or mother tongue on the learning process. Although errors made by students are an unavoidable part of the learning process, they are systematic rather than random. Therefore, studying error patterns can help prevent errors. This study focuses on errors related to silent letters made by language learners, Richard's definition of an error is the use of a linguistic element in which a student indicates imperfect learning. The production of errors not only indicates the effectiveness of the learning technique used, but also the students level of competency in mastering the language (Siregar & Hasibuan, 2020).

Learners make errors for three reasons. Interference errors happen when they apply L1 rules to L2. Intra-linguistic errors arise from generalization, ungrammaticality, and inaccuracy. Generalization errors occur when the learner is unable to apply the rules and does not learn which conditions are required for which rules. (STKIP Persada Khatulistiwa Sintang, 2018).

Development errors occur when learners attempt to infer the rules of a language on the basis of limited experience. This study analyzes the errors made by English learners when pronouncing silent letters in English words and aims to identify the factors that cause these errors. The study uses error analysis as its theoretical basis, which is useful for this purpose.

Based on the above description, the researcher is concerned to raise the above issue in a research entitled "Error Analyzis of Students Pronunciation in English Silent Letter (At The Second Semester Universitas Muhammadiyah Makassar).

### **B. Research Questions**

The research questions in this research, based on the background of the study above are :

1. What are the most common types of silent letter pronunciation errors made by students?
2. What factors contribute to these pronunciation errors?

### **C. Objective of the Research**

Analyzing the most common/prevalent types of silent letter pronunciation errors and factors that contribute to pronunciation errors made by English language learners is the main objective of this study.

#### **D. Significance of the Research**

There are two types of significance in a scientific study. These can be described as:

##### **1. The Theoretically significances**

The result of the study can be a contribution to provide information on what are the common errors English students made in the pronunciation of silent letters.

##### **2. The Practically Significances**

1) Researcher can increase knowledge of pronunciation and students will have more knowledge or understanding about how to pronounce English silent letter correctly.

2) This research may be a reference for researcher who will be conducting a similar research for the future time.

#### **E. Scope of the Research**

This research focuses on analyzing pronunciation errors made by students when it comes to silent letters. The study analyze students pronunciation errors in words that contain silent letters in three types like auxiliary letter, inert letter and empty letter. Also analyze what are the factors of pronunciation errors.

## CHAPTER II

### REVIEW OF LITERATURE

#### A. Previous Related Research Finding

Arvian (2021), the analysis revealed that the majority of pronunciation errors made by STBA JIA fourth-semester students were due to the incorrect pronunciation of 30 English words containing silent letters in the initial, medial and final positions of the word. The medial position was the most prevalent error category among the three positions of occurrence, accounting for 63 errors (31.5%). This was followed by 53 errors in the final position (26.5%) and 29 errors in the initial position (14.5%). The causes of these errors can be attributed to two main factors: firstly, the students' lack of familiarity with the pronunciation of Old English words and secondly, the absence of phonotactic limitations in both Indonesian and English.

Liner et al. (2019), pointed out that students in the fifth semester of the English Department of the Southern District College of Education made mistakes when practicing pronunciation because they lacked vocabulary and did not understand stress, rhythm, and intonation. They are rarely practicing the latter pronunciation because of the lack of facilities in the English Department at Institut Pendidikan Tapanuli Selatan. They also don't know when to use ascending and descending accents. Examples of things they don't know about stress, rhythm and intonation.

Yunus et al. (2020), data analysis results show that due to the way of pronunciation, students are prone to making errors when articulating voiced

and unvoiced English consonants, Examples of these errors include: The /z/ phoneme is prone to mispronunciation. The /ð/, /θ/, and /ʃ/ phonemes.. Students also make mistakes due to the rules of initial consonant pronunciation. These are mispronunciations of silent consonants, double consonants, and consonant diagraphs/other combinations. In fact, students still make mistakes in the pronunciation of simple consonants.

Sayekti et al. (2021), common error among students enrolled in the English Education program at Universitas Bengkulu is the mispronunciation of words that contain silent letters. Specifically, they pronounce the silent letters and ignore the letters that should be pronounced. This results in a high frequency of errors. For instance, the percentage of incorrect pronunciations for the sounded inert letter /d/ of /-nd/ was 94%, whereas for the silent inert letter /a/ of /-cal-/ it was 88%. The students' incorrect pronunciation of inert letters was only 36.7%, which is a low error rate. This suggests that correct pronunciations were more frequent than incorrect ones.

Astuti et al. (2021), Students commonly produce erroneous pronunciation in one of three types: pre-systematic, systematic, and post-systematic. The data indicates that the most prevalent type of student pronunciation error is the systematic error, with 21 students having an error percentage between 31% and 70%. The second most common type of error is post-systematic, with 9 students making errors in the range of 0% to 30%. Students make pre-systematic errors, which range from 71% to 100%.



Al-Hamzi et al. (2021), The study described the pronunciation errors made by learners of English as a Foreign Language (EFL) of Yemeni descent when pronouncing English front vowels. The target sounds were English front vowels /i/-/i/-/æ/. The study demonstrated discrepancies between the pronunciation patterns of Yemeni English as a Foreign Language (EFL) learners when compared to those of native English speakers. Furthermore, the findings indicated that Yemeni EFL learners experience challenges when attempting to produce the English front vowel sounds, potentially due to the influence of their native language's sound system.

The similarity of these studies shows that learners' English pronunciation errors can be caused by various factors, such as consonant errors, limited vocabulary, unfamiliarity with phonetic elements like stress and rhythm, the influence of the native language on pronunciation, systematic errors, and varying error frequency. Differences of this studies are the focus on specific aspects of English pronunciation and the variables identified as causing errors. The text emphasizes the link between vocabulary and pronunciation errors. It discusses the mispronunciation of specific consonants and other aspects of phonetics. The mispronunciation of mute letters is categorized based on the percentage of errors. Additionally, the text examines the mispronunciation of English vowels and the impact of native language influence. The language used is clear, concise, and objective, with a formal register and precise word choice.

## **B. Some pertinent Ideas**

### **1. Pronunciation**

Pronunciation is defined as the act of producing speech for communication. It involves the use of the organs of articulation to produce organized sounds. In order to master English as a second language, it is essential to focus on both speaking and listening skills. It is important to note that every language has its own variations, which can differ based on location, time period, and context (Çimenli, 2015).

In other words, pronunciation is a crucial skill in demonstrating mastery of English. However, it is important to note that assessing English competence based solely on pronunciation is inaccurate. Pronunciation constitutes an integral component of foreign language learning, exerting a direct influence on learners' communicative competence and performance. Additionally, fluency in pronunciation is just one aspect of language proficiency.

English learners should practice pronunciation, especially when speaking. Accurate and relevant pronunciation is necessary for proper communication because it impacts meaning understandability. Learning pronunciation is challenging because English and Indonesian have different phonetic (Talino, 2020). Pronunciation has two categories. There are two categories of features that make up pronunciation: segmental and supra-segmental. Segmental features consist of consonants and vowels, while supra-segmental features include intonation, stress, and rhythm. Pronunciation is studied from two aspects: phonetics and phonology.

## 1. Phonetics

Phonetics is the study of how humans produce, transmit, and receive speech sounds. The text is clear, concise, and objective, with a formal register and precise word choice. It adheres to conventional structure and formatting, and is free from grammatical errors and spelling mistakes. Phonetics is concerned with the physical properties and production of speech sounds, and it divides utterances into individual sounds (Gudurić, 2023).

## 2. Phonology

Phonology is the scientific study of speech systems and the principal characteristics of speech. In distinction to the study of phonetics, the latter of which encompasses all of the sounds that the human voice is capable of producing, phonology is concerned solely with the sound contrasts (phonemes) that give rise to meaningful distinctions within a given language (Ahrens, 2017). English speakers produce numerous subtle variations in the pronunciation of specific sounds. A language's pronunciation can be described by its segmental and suprasegmental features. Segmental features are defined as discrete sounds, or phonemes, whereas suprasegmental features pertain to aspects such as stress, intonation, and rhythm.

### 1) Segmental features (Phonemes)

The segmental features of pronunciation also known as "phonemes" are the distinctive sounds that comprise a language's phonology. A phoneme is the smallest unit of speech sound in a language's sound system, divided into vowels and consonants.

a. Vowels

One of the most common sounds people make are vowels. Kelly's theory is that vowels are generated when the vocal cords in the larynx emit air, which is then used to form vowels with the tongue and lips, thus modifying the overall shape of the mouth (Anni Holila Pulungan, 2018). Therefore, vowels were chosen as the smallest pair of pronunciations because vowels give the word its core meaning. Furthermore, the basic object for learning minimal pairs of speech sounds is "phonemes," that is, the sounds produced by human speech instruments (Al-Hamzi et al. 2021).

According to Alimin, (2022) Vowels articulated between the [o] and [e] lines are classified as mid-close or half-close. The term "mid" refers to the entire area between the aforementioned lines. Furthermore, lip position is of great importance in the description of vowels, with three main types being recognized: rounded, unrounded, and spread. Rounded vowels involve the pushing of the lips forward into a circular shape. Spread is a lip position that involves the movement of the corners of the lips away from each other, which is similar to the action of smiling. There are three lip positions: rounded, spread, and neutral. Neutral is when the lips are neither rounded nor spread.

Table 2.1 Symbols of Simple Vowel

No	Symbols	Positions		
		Initial	Middle	Final
1	/i:/	eat	sheep	see
2	/ɪ/	it	lick	hobby
3	/e/	enter	bed	-
4	/æ/	and	bad	-
5	/u:/	-	pool	zoo
6	/ʊ/	-	could	-
7	/ɔ:/	or	ward	more
8	/ɒ/	on	lock	-
9	/ɑ:/	arm	carp	far
10	/ɜ:/	-	girl	sir
11	/ə/	attend	men	worker
12	/ʌ/	unreal	but	-

Sources : (Ampa, 2008)

Table 2.2 The Classification of Vowel Sounds

No	Classifications	Positions			
		Initial	Middle	Final	
1	Front vowels	/i:/	eat	feel	sea
		/ɪ/	is	fill	easy
		/e/	end	beg	-
		/æ/	adverb	bag	-
2	Central vowels	/ɜ:/	earn	work	sir
		/ə/	another	contain	sooner
		/ʌ/	us	duck	-
3	Back vowels	/u:/	-	shoed	shoe
		/ʊ/	-	pull	-
		/ɔ:/	all	cord	for
		/ɒ/	of	lost	-
		/ɑ:/	arch	larks	car

Sources : (Ampa, 2008)

## b. Consonant

Consonants are used in the classroom pronunciation style. In the classroom, pronunciation is grouped by the production of the sound. Before going over them individually, it is prudent to gain an understanding of the general meaning of consonants. A consonant is defined as a sound produced when something is spoken or read. According to Alawiyyah & Pabriana (2020), English consonants as speech sounds that are articulated with a degree of sealing or approximation of the lips. They are formed by interrupting, restricting, or redirecting the airstream through a variety of techniques. It is essential to understand consonants because language is inherently challenging and inaccessible without them.

In phonetics, consonant sounds can be described in three ways: manner of articulation, place of articulation, and force of articulation. The manner of articulation pertains to the manner in which the articulators interact with the airstream. Information regarding the position of the articulators is provided by the concept of place of articulation. The term "force of articulation" is used to describe whether a consonant is produced with a strong or weak effort. From a phonetic perspective, consonants are articulated in one of two ways. In either case, a narrow constriction is formed by the closing movement of one of the vocal organs, resulting in the audible passage of air. Alternatively, the closing movement is complete, leading to a total blockage.

Table 2.3 Symbols of Consonant Sounds

No	Symbols	Positions		
		Initial	Middle	Final
1	/p/	pen	speak	tap
2	/b/	back	labour	tribe
3	/t/	torn	water	heart
4	/d/	down	wedding	card
5	/k/	key	market	pick
6	/g/	gap	eager	dog
7	/m/	mine	lamp	game
8	/n/	none	since	person
9	/ŋ/	-	tongues	sing
10	/f/	fast	sofa	half
11	/v/	vast	lover	live
12	/θ/	thief	nothing	tooth
13	/ð/	those	mother	clothe
14	/s/	see	buses	price
15	/z/	zoo	lazy	rise
16	/ʃ/	shirt	nation	finish
17	/ʒ/	-	closure	rouge
18	/h/	house	behind	-
19	/tʃ/	child	watching	rich
20	/dʒ/	job	edging	age
21	/l/	lock	feeling	pull
22	/w/	way	sweet	-
23	/r/	read	very	-
24	/j/	young	value	-

Sources : (Ampa, 2008)

Table 2.4 Classification of Consonant Sounds

No	Classifications	Positions		
		Initial	Middle	Final
1	<b>Bilabial</b> /p/ /b/ /m/ /w/	peak	supper	rip
		beak	rubber	rib
		men	lump	room
		what	swim	-
2	<b>Labio-dental</b> /f/ /v/	feel	suffer	leaf
		view	given	serve
3	<b>Dental</b> /θ/ /ð/	thin	earthy	with
		those	father	bathe
4	<b>Alveolar</b> /t/ /d/ /n/ /s/ /z/ /l/	two	eaten	mat
		do	ladder	hard
		nine	since	one
		sink	looser	niece
		zinc	fuzzy	bus
		like	fellow	all
5	<b>Palatoalveolar</b> /ʃ/ /ʒ/ /tʃ/ /dʒ/ /r/	sheep	wishing	wash
		-	vision	beige
		choise	kitchen	match
		joke	ridges	language
		rice	arrive	-
6	<b>Palatal</b> /j/	you	few	-
7	<b>Velar</b> /k/ /g/ /ŋ/	cave	weaker	lick
		girl	target	bag
		-	singer	ring
8	<b>Glottal</b> /h/	horse	behind	-

Sources : (Ampa, 2008)



## 2) Suprasegmental features

Suprasegmental features refer to speech features that are typically applicable to groups of phonemes. In the English language, the most significant suprasegmental features are stress, intonation, and rhythm. Avery in Liner et al. (2019) said that these are indicator of English pronunciation : stress, rhythm, and intonation.

### 1. Stress.

Stress in English refers to the intensity of a particular sound on a certain syllable, such as an adjective, or the intensity of a sound on a word. All words are composed of syllables; thus, there will be a distinction in volume between one syllable and the other syllables in a word. When a syllable is stressed, there is a modification in the speaker's voice tone and volume, as well as a prolongation of the vowel in the syllable. Stress on a syllable can occur on any of the three syllables that constitute a word.

### 2. Intonation.

Intonation is the variation in pitch that helps convey meaning and express thoughts in speech. It is closely related to tone. Intervals refer to the pauses between parts of an utterance. Phonemes are the basic units of sound in language, divided into vowels and consonants.

### 3. Rhythm

Rhythm refers to the use of stressed and unstressed words in sentences, which creates strong and weak beats. Correct pronunciation of stressed and unstressed syllables is closely tied to rhythm. In many languages, rhythm is

timed by syllables. Rhythm in a sentence refers to the strong stresses or beats, while all vowels in a syllable are pronounced almost equally. It is important to note that unlike English, syllables are rarely lost or reduced.

## **2. Silent Letter**

### **1. Definition of Silent Letter**

Silent letters are those letters in a particular word that do not corresponding to any sounds in the pronunciation of the word. In the opinion of Podhaizer in Siregar & Hasibuan (2020), letters that are not heard and do not make the usual sounds in words are considered silent. Silent letters are those that appear when spelled but are omitted when pronounced (Astuti et al., 2021). Silent letters pose a particular challenge to both native and non-native speakers of any given language, as they impede the ability to ascertain the correct spelling of spoken words. Silent letters are those that infiltrate words at the beginning, middle, or end in a manner that is not anticipated. It is worth noting that about 60 percent of English words contain silent letters. In other words, they are not heard when somebody says them, but they are written, and they usually do not match other sounds in words.

The letters 'h' and 'k' make different sounds in the words 'hour' and 'high.' This can make it hard for students to pronounce these words right. Students might need to look up the pronunciation in a dictionary. But this can be hard if students rely a lot on dictionaries. Teachers should teach students how to pronounce silent letters. Different people have different ways of spelling words. Readers and writers have different challenges. In English, it's easier for

readers than writers. Some letters are silent in certain words. For example, in "knowledge," the "k" is silent. The "g" is silent in "gnostic." And in "mnemonics" and "pneumonia," the "m" and "p" are silent.

## 2. Types of Silent Letter

According to Carney's classification in Arvian (2021), silent letters include not only words that are not pronounced, but also some words with different sounds. There are three types of silent letters:

### a. Auxiliary Letter

Auxiliary letters are a category of letters that spell a sound that has no usual single letter to represent it. They are needed to compensate for the Roman alphabet's lack of differentiation in dealing with English phonemes. Auxiliary letters are, in effect, silent letters that significantly alter the meaning of words belonging to the same category, and they are considered additional letters that form distinct graphic units. This type of letter difference is exemplified in the words "hour" and "our". The letter [h] makes a difference in both words, although [h] is not pronounced in "hour". Rather, the difference lies in auxiliary letters that are added before or after a basic letter that is already an adequate spelling (cf. the <ea> in bread, leather with the <e> of bred, lether, or the <wr> and <r> of wrest, rest, or the <wh> and <w> of whine). The words would, should, and could contain an auxiliary letter.

### b. Inert Letter

Inert letters are a type of silent letter that is spelled and pronounced in certain forms but unpronounced in others. This type of silent letter can be observed in

the letter "g," which occurs in "signature," "signatory," and "signal," but has no phonetic counterpart in "sign," "signed," "signer," or "signing." Many English words contain silent letters when they are immediately preceded or followed by another consonant in the same syllable.

### c. Empty Letter

an empty letter is defined as a letter that is not pronounced but does not serve a distinctive function, such as an auxiliary or an inert letter. The most illustrative examples of empty letters are the "b" in "debt" and "doubt." An additional example is the "h" in "heiress," "honest," and "ghost." Additionally, empty letters can be observed in the coda, as in the words "hallelujah," "myrrh," and "rhythm." Other examples of such letters include (wh) for "whale," (kn) for "knight," and (pl) for "plumb." There are two principal reasons why the English language has a relatively high proportion of silent letters. Primarily, the letter constitutes a component of the original word that has undergone alteration over time. A second reason for the presence of silent letters in English is the importation of words that have not yet been fully assimilated into the language. A considerable number of written English words contain silent letters. The omission of these letters results in the production of non-words that are pronounced identically to the original words. Some letter pairs are associated with a specific sound, such as the association between "PH" and the sound /f/, as evidenced by the words "photo" and "phone," which respectively represent the phonemes /fəʊtəʊ/ and /fəʊn/. These letter pairs are called digraphs.

Table 2.5 Example and types of Silent Letters

Auxiliary Letters	Inert Letter	Empty Letter
/th/ thing	Resign	b: dumb, thumb
/th/ there	Resignation	c: indict
/sh/ share	Malign	ch: yacht
/ng/ song	Malignant	d: bridge, ledge, edge
/ch/ church	Design	g: foreign, sign, design, assign
/sh/ shop	Campaign	h: rhinoceros, spaghetti
/zh/ pleasure	Foreign	k: knee, knit, know, knuckle
/ph/ phone	Significant	l: talk, calf, could, would, should
/wh/ when	Assign	m: mnemonic, hymn
/gh/ ghost	Champagne.	n: autumn, column
	Resignify	p: raspberry, receipt, psychology
	Campaigner	t: listen, castle, whistle
	Foreigner	w: answer, wrap, write, wreath, wreck, wrong, sword

Sources : (Sayekti et al., 2021)

### 3. The Examples and the Rules Series of Silent Letter

It is common for English words to contain silent letters that are not pronounced. This can result in spelling errors when these words are written as they sound. Silent letters contribute to inconsistency in English. Unlike other languages, silent letters can appear in any position within an English word.

#### 1. Silent 'A'

The letter 'a' can be silent, The 'A' is silent when it appears before an 'L' or 'M' in words.. For example, Aisle (eye-el), Psalm (sahm) Island (eye-lund) ' and 'bread', 'dead', 'circular, for final position.

#### 2. Silent 'B'

The 'B' is silent when it appears after an 'M' or 'N' in words.. For example, comb, comb, crumb, climb, comb, numb, thumb, and thumber.

#### 3. Silent 'C'

The letter 'c' in the English language can often cause some difficulties because it is sometimes silent in certain contexts. One example is when the 'c' appears after the letter 'S' in the middle of a word. Words like "muscle", "ascent", "descent", "fascinate", "discipline", "obscene", and "conscious" have a silent 'c' in that position

#### 4. Silent 'D'

The letter 'd' can sometimes be silent, Silent 'd' in the middle position. Words like "handkerchief", "handsome", "Wednesday", "sandwich", and "sandpaper" have a silent 'd' when it appears in the middle of the word. Silent 'd' at the end of words : Words like "fred", "ild", and "mild" have a silent 'd' at the end.

### 5. Silent 'E'

The letter 'e' can often be silent at the end of words: Words like "make", "take", "hope", and "drive" have a silent 'e' at the end of the word. This silent 'e' often indicates that the preceding vowel is long (e.g. "a" in "make" is pronounced /ei/ instead of /æ. Silent 'e' after a consonant: Words like "time", "size", "pipe", and "cute" have a silent 'e' after a consonant.

### 6. Silent 'G'

For the letters g in '-ght' endings: Words like "light", "sight", "night", and "fight" have a silent 'g' in the '-ght' ending. Silent 'g' in '-gn' combinations: In words with the '-gn' combination, such as "sign", "foreign", "design", and "gnome", the 'g' is silent.

### 7. Silent 'GH'

The combination of letters 'gh' can also be silent when it at the end of words: In many words that end with 'gh', the 'gh' is silent, such as "through", "tough", "enough", and "cough". Silent 'gh' between vowels: When 'gh' appears between two vowels, it is often silent, as in "sigh", "weigh", "feign", and "neighbor". There are some words where the 'gh' is simply silent without a clear rule, like "bought", "thought", "ought", and "night".

### 8. Silent 'H'

The letter 'h' at the beginning of words: In certain words, the 'h' is silent when it appears at the beginning, such as "honor", "hour", "honest", and "heir". Silent 'h' between two consonants: When 'h' appears between two consonants, it is often silent, as in "ghost", "chasm", "rhythm", and "vehicle". Silent 'h' in certain

digraphs: The 'h' is silent in some consonant digraphs, like 'ch' (as in "school"), 'gh' (as in "daughter"), and 'ph' (as in "phone").

#### 9. Silent 'I'

Silent 'i' in '-ie' endings: In words ending with '-ie', the 'i' is often silent, as in "die", "lie", "tie", and "cried". Silent 'i' in '-ei' combinations: When 'ei' appears together, the 'i' is usually silent, as in "receive", "ceiling", and "weird".

#### 10. Silent 'K'

Silent 'k' before 'n': When 'k' appears before 'n' at the beginning of a word, the 'k' is typically silent, such as in "knife", "knee", "knot", and "know". Silent 'k' in 'ck' digraphs: In the 'ck' digraph, the 'k' is silent, as in "duck", "black", and "sick".

#### 11. Silent 'L'

Silent 'l' after 'a' or 'o': When 'l' appears after 'a' or 'o' in words, it is often silent, as in "talk", "walk", "calf", "calm", "folk", and "salmon". Silent 'l' in 'alm', 'alk', and 'ould' endings: The 'l' is typically silent in words that end with 'alm', 'alk', and 'ould', such as "calm", "talk", "walk", "should", "would", and "could".

#### 12. Silent 'M'

Silent 'm' in 'mn' digraphs: When 'm' appears in the 'mn' digraph, it is often silent, such as in "autumn", "column", and "condemn".

#### 13. Silent 'N'

Silent 'n' in 'mn' and 'gn' digraphs: When 'n' appears in the 'mn' or 'gn' digraphs, it is often silent, such as in "autumn", "column", "foreign", and "align".

#### 14. Silent 'P'



The letter 'p' can be silent in 'ps' and 'pt' digraphs: When 'p' appears in the 'ps' or 'pt' digraphs, it is often silent, such as in "psychology", "pneumonia", "receipt", and "temptation". Silent 'p' in certain words: There are a few words where the 'p' is simply silent without a clear rule, like "cupboard", "raspberry", and "Island".

#### 15. Silent 'S'

Silent 's' in 'isle' and 'island': The 's' is silent in the words "isle" and "island".

#### 16. Silent 'T'

Silent 't' in 'stle' endings: When 't' appears at the end of words with the 'stle' ending, it is often silent, such as in "castle", "listen", and "fasten". Silent 't' in 'st' and 'ght' digraphs: The 't' is silent in many words with the 'st' and 'ght' digraphs, like "Christmas", "whistle", "night", and "light".

#### 17. Silent 'U'

Silent 'u' after 'g' or 'q': When 'u' follows 'g' or 'q', it is often silent, as in "guard", "guide", "guess", "guest", "quiet", and "queen". Silent 'u' in words derived from French: Many words borrowed from French have a silent 'u', such as "bouquet", "rendezvous", and "baguette".

#### 18. Silent 'W'

Silent 'w' in 'wr' words: The 'w' is silent in words starting with the 'wr' digraph, such as "write", "wrist", and "wrench". Silent 'w' in 'dw', 'gw', 'sw', and 'tw' words: The 'w' is often silent when it appears after 'd', 'g', 's', or 't', as in "answer", "sword", "two", and "whole".

### 3. Error

#### 1. Definition of Errors

As stated by Yuliawati & Sri Andayani (2020), errors almost always occur in language learning because differences in the linguistic system between a learner's first language and a second or foreign language can make it difficult for the learner to learn the target language. Identifying the challenges learners face and the factors that influence them is critical to reducing errors. Therefore, many researchers have conducted error analysis research to achieve this goal. Errors can occur when learners are not aware of the correct usage of language and are not able to correct themselves. Mispronunciation of English can be considered a natural part of the English learning process for non-native speakers. By making mistakes, they can learn how to pronounce English correctly.

Error analysis is an invaluable tool in the teaching of English as a foreign language, despite the negative connotations often associated with errors. The use of error analysis can help to emphasise important aspects of English language teaching. It provides valuable information for determining an English learner's strategy in language acquisition, selecting teaching materials, and developing testing and remedial materials (Khansir, 2022).

#### a. Definition of Error Analysis

A branch of applied linguistics is error analysis. It combines the collection, study, and analysis of errors made by second language learners and is aimed at studying various facets of second language acquisition (Neupane, 2023). Error

analysis is a crucial aspect of language research, as it offers a systematic approach to studying learner language. Another rationale for the analysis of errors is language teaching. In the past, formal methods viewed errors as evidence of mishearing a language.

When learning a foreign language, students do often make errors, which indicate that they have not yet fully mastered the rules of the foreign language they are learning. Error analysis is the process of identifying errors in writing and speaking, particularly those made by second and foreign language learners. Brown in Wildan & Humairah (2022) defines error analysis as the process of observing, analyzing, and classifying deviations from the rules of the second language in order to reveal the systems used by the learner.

b. Kinds of Error

According to Corder in Prastikawati (2013), errors are a fundamental part of language learning and provide insight into the tools and processes used to learn a language. Corder classified errors into four categories: addition, omission, selection, and ordering.

1) Addition

The term "addition" is used to describe the inclusion of any grammatical element or the presence of any element that should not be there. These additions may include unnecessary words, phrases, or grammatical markers. Learners may make addition errors due to overgeneralization of rules, incomplete understanding of the language's grammatical structures, or interference from

their native language. For instance, a learner might say, "I am liking this book" instead of "I like this book."

## 2) Omission

Omission is the act of omitting a required or necessary linguistic element from a sentence. Learners may omit articles, prepositions, verb forms, or other essential elements. Omission errors can result from not knowing or understanding the grammatical rules of the language, inattention, or difficulty processing and producing language in real time. For example, a learner may say "He goes school" instead of "He goes to school".

## 3) Selection

The term "selection" is used to describe the phenomenon of choosing the incorrect form or item instead of the appropriate one. This can encompass the use of an incorrect word, tense, or grammatical structure. Selection errors can result from the influence of the learner's native language, confusion between similar forms or structures, or a lack of comprehensive knowledge of the language's vocabulary and grammar. For instance, a learner might say, "I have 20 years old" instead of "I am 20 years old."

## 4) Ordering

Ordering refers to incorrect word order in a sentence or correct elements presented in the wrong order. Learners may place words, phrases, or sentences in the wrong order, resulting in syntactically incorrect or awkward sentences. For example, a learner might say, "Yesterday I went to the store buy some fruits" instead of "Yesterday I went to the store to buy some fruits."

### c. Causes of Error

According to Kenworthy in Yunus et al. (2020) the influence of errors in English can be seen through various internal and external factors. Internal factors include aspects such as influences from mother tongue, phonological ability, and cognitive skills. On the other hand, external factors include the influence of the social environment and teaching methods. Local accents and social interactions affect the way one pronounces English. Kenworthy classifies several internal and external factors that affect students' pronunciation errors :

#### Internal Factors :

- 1) The native language: the native language plays a crucial role in learning pronunciation. This refers to the influence of one's mother tongue on pronunciation. Aspects related to pronunciation in the native language, such as sounds, stress, and intonation. Difficulties in pronouncing certain sounds can arise because those sounds may not exist in the learner's native language.
- 2) Phonetic ability: It is commonly believed that some individuals have a "better ear" for foreign languages than others. This ability, often referred to as talent for oral mimicry, phonetic coding ability, or auditory discrimination. It can also lead to errors when phonetic ability is poor. People with higher phonetic ability generally find it easier to master and produce accurate pronunciation in a foreign language.
- 3) Attitude and identity: A learner's attitude towards the foreign language and their sense of identity can affect pronunciation accuracy. If a learner does

not feel connected to the language or its speakers, they might be less motivated to improve their pronunciation. For example, if a learner lacks a sense of affiliation with the community of native speakers, they may not put in the effort needed to correct their pronunciation errors.

- 4) Motivation : Motivation affects how much effort learners put into perfecting their pronunciation. Highly motivated learners are more likely to practice and correct their pronunciation. If a learner is less concerned about their pronunciation or does not see it as important, they may not make the necessary effort to correct mistakes, leading to pronunciation errors.

External Factors :

- 1) The age factor: The age refers to the period when the students learn the pronunciation seriously and intensively. Someone pronounce a second language like a native, they probably started learning it as a child. If students begin learning English pronunciation later in life, their ability to achieve perfect pronunciation is often limited by their native language's influence and their reduced phonetic flexibility
- 2) Amount of exposure: The amount of exposure to the language, particularly to native speakers, plays a significant role in pronunciation. Exposure includes not just passive listening but also active interaction with the language. Learners who are not immersed in an English-speaking environment may have limited exposure to natural pronunciation patterns. This can result in a lack of familiarity with the correct pronunciation of sounds, stress patterns, and intonation used by native speakers.

### C. Conceptual Framework

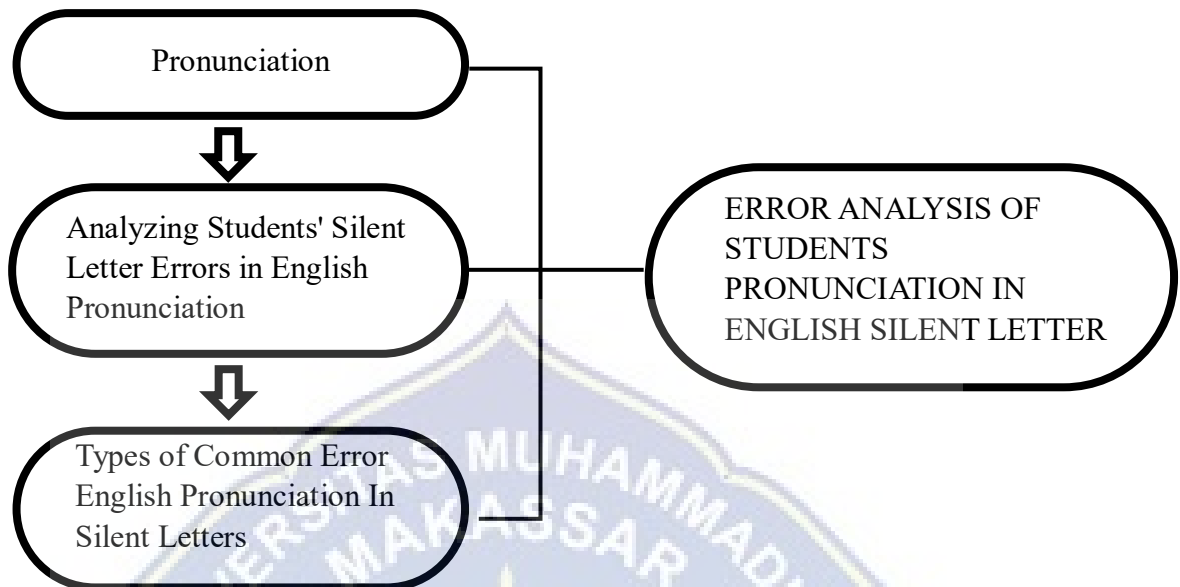


Figure 2.1 Conceptual Framework

This conceptual framework is designed to analyze the pronunciation errors students made with English silent letters. Mispronunciations involving silent letters can significantly impact students' clarity and fluency in English. Pronunciation refers to the way in which sounds are produced to articulate words in English. Silent Letters are letters in a word that are not spoken. For example, the 'k' in "knight" or the 'b' in "doubt". Pronunciation Errors are deviations from the correct pronunciation of words as dictated by English phonetic rules.

The objective of this research is to analyze the most common or prevalent types of errors made by students in the pronunciation of silent letters, to quantify the total number of errors committed, and to determine the causes of these errors.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

The research design for this study employs a descriptive quantitative approach. Creswell in Rafael (2019), the descriptive method involves gathering quantitative data, analyzing it, and then documenting the results. This approach focuses on collecting and analyzing data to draw conclusions based on the analysis. Additionally, descriptive research aims to provide insights into social phenomena by observing human participants in their natural settings. To determine which silent letters were commonly mispronounced in words containing them, the study utilized this descriptive quantitative method.

#### **B. Research Subject**

The research subjects were second semester students from the Department of English Education at Universitas Muhammadiyah Makassar. Specifically, the study selected 15 students from two different classes. The researcher focused on second-semester students in the English Language Education Program, as they had already studied English pronunciation.

#### **C. Instrument of the Research**

This research utilized two instruments: a pronunciation test and an interview. The pronunciation test was employed to analyze various types of errors made by students in pronouncing English words with silent letters. These tests were conducted online, distributed to the students, and recorded via video.



Additionally, interview transcripts were used to identify the factors contributing to pronunciation errors among the students.

### 1. Pronunciation test

Pronunciation is necessary for proper communication because it impacts meaning understandability. Learning pronunciation is challenging because English and Indonesian have different phonetic (Talino, 2020). The data for this study were taken from pronunciation errors made by students. A pronunciation test was used to collect this data. This research used twenty words, and the data was taken from previous studies like Carney's theory. The researcher distributed the list of words via WhatsApp to ensure success with the topics. The English pronunciation test is shown below.

**Table 3. 1 Pronunciation test**

English Word			
Thing	Guard	Foreign	Laughter
There	Calf	Malign	Scheme
Church	Resign	Answer	Campaign
Phone	Assign	Wrap	Seaside
Enough	Design	Echo	Built

### 2. Interview guidance

interviews are a tool used to explore the subjective experiences and views of individuals. Interviews can be used to understand how individuals develop their pronunciation skills through social interactions and personal experiences (Derakhshan et al. 2016). In this research study, the researcher used one method of data collection which is the interview guidance. This

approach involves using a list of structured questions to systematically collect information from the research subjects. The interview guidance technique is designed to obtain specific data from the participants, ensuring that the information collected is relevant and aligned with the research objectives. The researcher aimed to gain detailed and focused insights on the research topic. This interview was taken from Kenworthy's theory in Jo Martens (1991) which contains the factor that effect Pronunciation learning.

**Table 3. 2 Interview Guidance**

Factors	Indicator	Questions
Internal	The native language/mother tongue	1. Do you think your native language or mother tongue affects your pronunciation? 2. How does your mother tongue affect your intonation and the way you speak in English?
	Phonetic ability	3. Do you have difficulty or trouble understanding phonetic sounds and symbols in English pronunciation?
	Attitude and identity	4. Do you learn english from a native speaker? 5. What do you do when you have difficulties understanding pronunciation?

	Motivation	<p>6. Did you find the pronunciation and speaking class beneficial?</p> <p>7. What are the factors that motivate you to learn pronunciation?</p>
External	Age factors	8. When did you start focusing on learning English pronunciation in a more intensive and in-depth way?
	Amount of exposure	<p>9. Did you study pronunciation in high school?</p> <p>10. Do you more focus on learning English for speaking and pronunciation?</p>

Sources : (Yunus et al. 2020)

#### **D. Procedure of Collecting Data**

Data collection is crucial for this study, as the quality of the research depends on the quality of the data gathered. Lune and Berg in Dewi (2022) several methods are used for data collection in quantitative research, including test, interviews, and focus groups. In this study, the researcher utilized both pronunciation tests and interviews as instruments. For the pronunciation test, students were asked to pronounce words with silent letters, and their errors were analyzed. Additionally, various tools assisted the researcher in this process, including:

##### **1) Pronunciation Test**

To collect data, the researcher used a test as an instrument and the test was used to find out the pronunciation error made by the students of English Study Program Unismuh Makassar. In this study, the researcher used a pronunciation test of each participant's performance to generate data. The participants chosen were second semester students in English Education. The pronunciation test was given to the participants and then they read sentences and paragraphs containing words with silent letters via whatsapp. The researcher collected data by using video recordings and test sheets. The pronunciation test was given to all samples of second semester students of English Department at Unismuh Makassar.

## 2) Interview

To ensure the validity of research data, it is essential to use more than one data collection method. Therefore, researchers use interviews in addition to test sheets. In this case, researchers used interviews with respondents or subjects. Creswell in Lewis (2015) outlines that interviews are a technique used to collect data by talking directly with informants. Creswell suggests that interviews should be carefully designed to ensure that the data collected is relevant to the research questions and provides deep insights. The research was carried out by providing guidance or transcript interviews to students about factors that affect pronunciation through whatsapp and students answered through video recordings. And the interview answers are analyzed to gain insight or answers about the various factors that influence pronunciation errors related to silent letters. The researcher conducted simple interviews to understand the factors affecting pronunciation..

## **E. Technique of Data Analysis**

The data was analyzed quantitatively, following Corder's three-step approach to error analysis as outlined by Corder in Ellis in Khansir & Pakdel (2020) error analysis research has three steps: (1) analyzing errors, (2) classifying errors, (3) quantifying errors and (3) drawing conclusion. Additionally researcher also used theory of Gay in Karim et al. (2018) purposive sampling offers samples that are considered and participants were selected to take part in follow-up interview. After recording the students' pronunciation online, the researcher listened to the video recordings to identify and analyze the pronunciation errors. The test results were transcribed and categorized into three types: auxiliary letters, inner letters, and empty letters. The data analysis from the test involved several steps, including:

### **1. Analyzing Errors**

The researcher made phonetic transcriptions of both standard English and the students' pronunciations. By listening to students' pronunciation in WhatsApp video recordings, the researcher compared their sounds to the correct phonetic transcriptions, focusing on errors, especially with silent letters. The researcher compared the sounds of students with the correct phonetic transcription repeatedly with a text included silent letter.

### **2. Classifying errors**

Based on written data of student's pronunciation, the researcher classified the pronunciation error through phonetic transcription. The errors were then categorized into words consisting of auxiliary, inert, and empty

letters, and presented in a table. The analysis identified mispronounced words based on letter categorization.

### 3. Analyzing Interview Responses

The interview responses of students were analyzed to analyze factors influencing students pronunciation errors.

### 4. Quantifying Errors

In the step, the data through the use of formula from sudjono in Sayekti et al. (2021)

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

In which:

P = percentage of error

F = frequency of incorrect error

N= number of students

100% = constant value

### 5. Drawing Conclusion

The last step was conclude the data based on the analysis. The researcher concluded the study by summarizing the pronunciation errors related to silent letters, categorizing them into auxiliary, inert, and empty letters. This analysis revealed the most common types of errors made by students. Additionally, the researcher interpreted factors from student interviews to understand underlying issues affecting pronunciation. The study aims to contribute to the development of targeted instructional strategies that can improve their pronunciation accuracy.

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

The analysis of data related to the questions posed in the first chapter led to the following findings. This study involved presenting results from tests and interviews conducted with 15 students from the English study program at Universitas Muhammadiyah Makassar, who exhibited pronunciation errors. The research utilized two instruments and included two parts in the data presentation. These findings address the research questions outlined in the first chapter.

##### 1. Common Types of Students' Errors in Pronouncing Silent Letters

The primary objective of this study was to analyze the most common errors students make when pronouncing silent letters. After gathering and analyzing the data, the researcher discovered several errors made by students in pronouncing English words with silent letters. From the video recordings of the pronunciation tests, a total of 107 errors were identified. These results were then compared with Carney's classification in Arvian (2021) theories about types of Silent Letter. The result of the pronunciation test can be seen in the following table.



**Common Types of Error Made by the Students in Pronunciation  
Silent Letter**

Table 4.1 Types of error in silent letter

No	Words	Types of error in silent letter		
		Auxiliary letter	Innert letter	Empty letter
1	Thing	2	-	-
2	There	1	-	-
3	Church	10	-	-
4	Phone	7	-	-
5	Enough	2	-	-
6	Guard	-	-	5
7	Calf	-	-	14
8	Resign	-	2	-
9	Assign	-	6	-
10	Design	-	2	-
11	Foreign	-	4	-
12	Malign	-	5	-
13	Answer	-	-	11
14	Wrap	-	-	9
15	Echo	6	-	-
16	Laughter	7	-	-
17	Scheme	7	-	-
18	Campaign	-	-	-
19	Seaside	-	-	2
20	Built	-	-	5

No	Types of Error In Silent Letter	Frequency	Percentage
1	Auxiliary Letter	42	39.25%
2	Innert Letter	19	17.75%
3	Empty Letter	46	42.99%



Based on the findings, the most common pronunciation error involving silent letters among students is the Empty Letter error, with 46 occurrences, which is more common than other types of errors. Table 4.1 shows types of pronunciation errors made by Unismuh Makassar Students. Out of the total errors, 42 (39.25%) were categorized as Auxiliary Letter errors, 19 (17.75%) as Inner Letter errors, and 46 (42.99%) as Empty Letter errors. The details of these results are provided in the following explanation.

In the word "thing" there are 2 pronunciation errors made by students. The two errors are all included in the auxiliary letter. In the word "there" there are 1 pronunciation errors made by student and also included in the auxiliary letter. The word "church" there are 10 pronunciation mistakes made by students. And all of them includes in auxiliary letter. There are 7 students who make mistakes in pronouncing the word "phone" all of them are also included in auxiliary letter. The word of enough, there are 2 pronunciation error made by students, 2 pronunciation error include auxiliary letter. In the word "guard" there are 5 pronunciation errors made by students. Everything is included in empty letter.

There are 14 student errors in pronouncing the word "calf", and all of them included in the empty letter. In the word "resign" there are 2 pronunciation errors made by students and included in inert letter. In the word "assign" there are 6 pronunciation errors made by students and all of them are included in inert letter. In the word "design" there are 2 pronunciation errors made by students, the errors all include in the inert

letter. There are 4 pronunciation errors made by students on the word “foreign”, The 4 errors included in the inert letter. There are 5 pronunciation errors made by students on the word “malign”, and the error included in inert letter. In the word “Answer” there are 11 pronunciation errors made by students, all of which are included in the empty letter.

There are 9 pronunciation errors made by students on the word “wrap” that include in empty letter. In the word "echo" there are 6 pronunciation error made by students and included in auxiliary letter. In the word "laughter" there are 7 pronunciation errors made by students. The 7 errors are all included in the auxiliary letter. in the word "scheme" there are 7 pronunciation errors made by student and also included in the auxiliary letter. The word "campaign" there is no pronunciation error made by students. There are 2 students who make error in pronouncing the word "seaside". all of them are also included in empty letter. And the last the word of “built” there are 5 pronunciation error made by students and the words include in empty letter. There are 42 pronunciation error made by students in auxiliary letter with percentage 39.25%, 19 pronunciation error made by students in inert letter with percentage 17.75%, and with the most dominant error in silent letter are empty letter, there are 46 pronunciation error with percentage 42.99%.

## 2. The Factor that Causes Error Pronunciation Made by Students

The objective of this study was to analyze the factors that causes the occurrence of pronunciation errors. The researcher distributed the interview transcript to the students at Unismuh Makassar in order to obtain the data. The researcher proceeded to classify the data according to the factors that caused each student's pronunciation errors. The results of following data, which is presented and explained in the following sections.

**Table 4.4 The Result of Factor Influencing Error Pronunciation**

Factors	Indicator	Students
Internal	The native language/mother tongue	The data indicated that 11 students identified the native speaker factor, specifically the influence of accent, as a significant factor affecting pronunciation. Each student indicated that their native language plays a significant role in their pronunciation of English. They still show a tendency to make pronunciation errors due to the inherent differences between their respective languages and dialects. Additionally, 11 students indicated that intonation plays a role in influencing students' pronunciation.
	Phonetic ability	All the 15 students were unaware of the existence of phonetic symbols and sounds. They all do not know about phonetic symbols and sounds, It was observed that the students' ability to pronounce words correctly was influenced by their lack of familiarity with these symbols and sounds.
	Attitude and identity	The data showed that 15 students believe that learning English from a native speaker affects their pronunciation and attitude factor is evident from the fact that students

		often practice pronunciation when they make pronunciation errors, ensuring their pronunciation is correct and similar to that of a native speaker.
	Motivation	From 15 students, 14 students who liked the pronunciation class said that they wanted to improve their pronunciation skills. They understood that the pronunciation class is important and affects students' English pronunciation. They knew that if they pay attention to the pronunciation class, they would continue to practice and minimize pronunciation errors. The 15 students have motivation factors. Motivation factors also affect a students pronunciation. The more motivated they are, the easier it is to learn pronunciation.
External	Age factors	From 15 students who answered the interview, 9 stated that they started studying pronunciation in college. This period of focused and dedicated study had a significant impact on the students' pronunciation.
	Amount of exposure	The data clearly showed that 12 students said they did not learn pronunciation in their previous school. It is evident that the amount of exposure to pronunciation teaching in their previous school had a significant impact on their pronunciation. Furthermore, 13 students stated that focusing on speaking classes and pronunciation is crucial for improving their pronunciation. Therefore, it can be concluded that focusing on learning pronunciation is a crucial factor that affects students' pronunciation.

The interview results revealed several factors influencing students' English pronunciation learning, categorized into internal and external factors. These include native language or mother tongue, age, amount of exposure, phonetic ability, attitude and identity, and motivation. Phonetic ability and motivation were found to be particularly crucial in learning pronunciation. Notably, 15 students were unaware of phonetic symbols and sounds, indicating a gap in their phonetic knowledge. With better phonetic skills and increased motivation, students are likely to find pronunciation easier to master. Many students expressed a desire to achieve a clear, native-like accent, which drove their motivation. Additionally, 14 students indicated that they valued the pronunciation class for its role in improving their pronunciation skills, highlighting its importance in their overall English learning experience.

The native speaker factor was identified as a significant influence on pronunciation by 11 students. Each student stated that their native language or mother tongue has a significant impact on their pronunciation of English. Since each language has its own unique dialect, this also plays a role. Most students still use their mother tongue in their daily lives, which often leads to pronunciation errors. Additionally, 11 students confirmed that intonation is a crucial aspect of pronunciation.

Afterwards, age factor consist of 9 students pursued further study of pronunciation at the college or university level, thereby exerting a profound and positive impact on the quality of their pronunciation. It is widely acknowledged

that the earlier one begins to develop one's English pronunciation, the more effectively one can achieve native-like proficiency.

As regards phonetic coding ability factor, it can be observed that the 15 students continue to demonstrate difficulties in understanding phonetic symbols and sounds. This has a direct impact on their ability to accurately pronounce words. It is evident that inadequate practice in pronunciation and a lack of comprehension of phonetic symbols contribute to errors in students' pronunciation.

For the factor amount of exposure, 12 students stated that they did not learn pronunciation in their previous school. It is clear that students who have previously received instruction in pronunciation are more proficient in this area. Those who have studied pronunciation in previous schools will find it easier to learn pronunciation next. Furthermore, 13 students stated that a focus on speaking classes and pronunciation is important. Therefore, it is evident that a focus on learning pronunciation is a crucial factor in improving pronunciation skills. The data clearly shows that the more focused on learning pronunciation, the better the pronunciation will be.

The last factor was attitude and identity. 15 students indicated that this was a highly influential factor. It was observed that students would often practice pronunciation when they made errors, with the intention of ensuring that their pronunciation was correct and somewhat similar to that of a native speaker.



## **B. Discussion**

In the discussion, the researcher analyzed the common types of errors students made with silent letters and explored the factors influencing these pronunciation errors. The results of this research effectively address the research questions. The first aim was to analyze pronunciation tests to identify the most common pronunciation errors involving silent letters among students in the English Study Programme at Unismuh Makassar. The second aim was to use interviews to investigate the factors contributing to these pronunciation errors.

### **1. Common Types of Pronunciation Errors Made by Students in English Silent Letter**

By analyzing the error data from the pronunciation test taken from the second semester students of University Muhammadiyah of Makassar, the data were obtained from some student who were selected based on the research requirements. After analyzing all the data, the researchers found that the most common type of pronunciation error made by the students for silent letters was an errors in the "Empty Letter" category. This is in line with Carney's in Arvian (2021), three categories of silent letters: auxiliary, inner, and empty. Auxiliary letters are a subset of the letter that represent sounds that do not have a single letter to represent them. In a given word segment, inert letters are those that are sometimes heard and sometimes not heard. Empty letters are defined as those which do not fulfill a function comparable to that of auxiliary or inert letters.

For the word "thing," students made 2 pronunciation errors, all categorized as "Auxiliary Letter." The word "there" had 1 pronunciation error by a student, also classified as "Auxiliary Letter." For "church," there were 10 pronunciation errors, all falling under "Auxiliary Letter." The word "phone" had 7 errors, with all being "Auxiliary Letter" errors. The word "enough" saw 2 errors, both categorized as "Auxiliary Letter." In contrast, the word "guard" had 5 errors, all classified as "Empty Letter." The word "calf" had 14 errors, all categorized as "Empty Letter." Errors for the words "resign" and "assign" were classified as "Innert Letter," while "design" had 2 errors in the "Innert Letter" category. For "foreign," 4 errors were identified, all as "Innert Letter," and the word "malign" had 5 errors, also classified as "Innert Letter." Overall, the most frequent type of error was "Empty Letter," accounting for 42.99% of the total errors.

### **Dominance of Empty Letter Errors**

The high incidence of errors related to empty letters underscores a common challenge in English pronunciation. Empty letter errors involve mistakes related to letters that are not pronounced but are still present in spelling. For instance, in words like "calf," "answer," and "wrap," students frequently mispronounce the silent letters, indicating a gap in their awareness of silent letter conventions.

The dominance of empty letter errors can be explained by the complexity of English spelling and pronunciation rules. According to Reynolds & Yu (2021), English spelling is notoriously irregular, and silent

letters often defy phonetic expectations, making them challenging for learners. Gimson in Exare (2020) also notes that silent letters can lead to confusion in pronunciation, especially when learners are not familiar with specific orthographic conventions.

### **Auxiliary and Inner Letter Errors**

Errors in auxiliary letters and inner letters are less frequent but still notable. Auxiliary letter errors, as observed in words like "thing," "church," and "phone," suggest that students may struggle with the articulation of letters that assist in differentiating words but are not always phonetically pronounced. This can be tied to the phenomenon of orthographic depth, where the discrepancy between spelling and pronunciation complicates learners' ability to master pronunciation (Sammour-Shehadeh et al.,2023).

The result of data analysis found by the researcher is the most common error of empty letter category in silent letter. In relation to the results of previous studies that focus more on pronunciation errors such as vowel and consonant, intonation, phoneme and phonetic. Thus, this study focuses on silent letters that can help teachers to focus more on improving silent letters to their students.

## 2. The Factor that Causes Error Pronunciation

The researcher gathered the data required for the second research question, which concerns the factors that cause errors in pronunciation contain silent letter, by conducting interviews with second semester students at University Muhammadiyah of Makassar. Through the analysis of the interviews, the researcher identified six factors that influenced the students' error pronunciation. These included the native language or mother tongue, age factors, amount of exposure, phonetic ability, attitude and identity, as well as motivation. This is in line with Kenworthy's theory which contains the factor that effect Pronunciation learning. Each factor plays a unique role in the pronunciation learning process, but phonetic ability and motivation emerge as particularly significant.

### 1) Phonetic Ability and Motivation

Phonetic ability is crucial, The fact that 15 students were unaware of phonetic symbols and sounds underscores a significant gap in their learning process. According to Peter Roach in Kodirova & Henrichsen, (2022) Phonetic symbols are fundamental for accurate pronunciation practice, as they provide a visual and auditory guide to the sounds of a language. Motivation is also causes students who are motivated to achieve a clear, native-like accent engage more in practice and seek additional resources.

### 2) Influence of Native Language

The native language significantly affects English pronunciation. 11 students noted that their first language impacts their English pronunciation due to phonetic transfer and daily use of their native language, leading to errors. Eleanor in McArthur et al. (2018) notes that native language interference is a common challenge in second language acquisition.

### 3) Intonation and Phonetic Ability

Intonation, which involves pitch variation in speech, was identified as crucial by 11 students. Proper intonation helps in effective communication and natural-sounding speech. Phonetic ability is another critical factor, with 15 students struggling to understand phonetic symbols, affecting their pronunciation accuracy.

### 4) Amount of Exposure

Exposure to pronunciation instruction is important. 12 students lacked previous pronunciation previous school, affecting their current skills. The role of exposure is corroborated by Stephen Krashen's in Bahrani & Nekoueizadeh (2014) suggests that learners acquire language most effectively when exposed to comprehensible input that is just beyond their current proficiency level.

### 5) Age Factor

The age factor revealed that 9 students who pursued advanced studies in pronunciation showed improved results, aligning with Eric Lenneberg's in Siahaan (2022) proposed that language acquisition is most effective

during a critical period early in life, after which it becomes more challenging to achieve native-like proficiency.

#### 6) Attitude and Identity

Attitude and identity are also significant. 15 students reported that a strong commitment to practicing pronunciation and correcting errors reflects their desire to match native like standards. This is in line with Leavitt & Sluss, (2015) provides insight into this phenomenon. Leavitt argues that individuals are motivated to align their behavior with their social identities, including language use.

Phonetic ability and motivation are central to learning English pronunciation. The influence of native language, intonation, and exposure to instruction also play key roles. for achieving accurate and native like pronunciation. The results of this study have relevance to other previous research ;

The types and causes of pronunciation errors were identified and classified into two categories: significant and non-significant errors. Pronunciation errors were caused by differences in language, mother tongue interference, and English spelling and pronunciation. Errors are caused by differences in language, pronunciation, and words that sound similar. Other things that can affect this are education and teachers not practising English. on, and words similarity.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

From the analysis results, the researcher has determined that the students made mistakes in pronouncing words with silent letters. The following conclusions are drawn from the data analysis:

1. After analyzing all the collected data, the researcher identified errors made by students in three categories: auxiliary letters, inner letters, and empty letters. The analysis revealed a total of 42 errors in auxiliary letters, 19 errors in inner letters, and 46 errors in silent letters. In terms of percentages, students in their second semester at Universitas Muhammadiyah Makassar made 39.25% of their pronunciation errors in auxiliary letters, 17.75% in inner letters, and 42.99% in silent letters. The most common type of error was in the category of "Empty Letters," which represented 42.99% of the total errors.
2. The interviews revealed several factors that causes and influencing students' English pronunciation learning. These factors include native language, age, amount of exposure, phonetic ability, attitude and identity, and motivation. Among these, motivation and phonetic ability were identified as having the big impact on learning pronunciation. Students felt that having motivation from themselves, their families, and others, along with learning phonetics, was crucial for improving their English pronunciation. With both motivation and phonetic knowledge, they found it easier to learn

pronunciation. Additionally, the influence of the native language or mother tongue was significant, as students often reported that their English pronunciation still reflected the sounds of their native language. The intensity and depth of pronunciation study during college also played a critical role in shaping students' pronunciation skills.

## **B. Suggestion**

Following this research, the researcher offers several suggestions that may be beneficial:

1. For Students : Students are expected to improve their pronunciation skills and minimize errors made. Also should practice how to pronounce the word especially in pronunciation silent letters.
2. For Teachers : Pronunciation practice related to silent letters into their lesson plans. Provide students with exercises specifically designed to recognize and pronounce words with silent letters, and offer constructive feedback to help them correct errors.
3. For Future Researchers: This study, which analysis pronunciation errors related to silent letters and the contributing factors, can serve as a useful reference for other researchers interested in studying pronunciation issues involving silent letters.



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**A**

**P**

**P**

**E**

**N**

**D**

**I**

**C**

**E**

**S**



### Instrument Test

**1. Read the paragraph below with the correct letters and sounds.**

Yesterday, I went to the **seaside** with my family. We **built** sandcastles and played in the gentle waves. I collected seashells along the shore, carefully choosing the prettiest ones. We enjoyed a picnic on the beach, eating sandwiches and juicy watermelon. As the sun set, we took a leisurely stroll along the pier, enjoying the peaceful atmosphere. The seagulls flew overhead, their calls filling the air. It was a relaxing day filled with **laughter**, love, and silent moments of pure bliss.

**2. Pronounce the words below with the correct sound.**

- 
1. thing
2. there
3. church
4. phone
5. enough
6. guard
7. calf
8. resign
9. assign
10. design
11. foreign
12. malign
13. answer
14. wrap
15. echo
16. scheme
17. campaign

No	Words	Students Pronunciation	Correct Pronunciation	Types of Silent Letter
1	Thing	/tɪŋ/	/θɪŋ/	Auxiliary Letter
2	There	/der/	/ðer/	Auxiliary Letter
3	Church	/kurch/	/tʃɜ:rtʃ/	Auxiliary Letter
4	Phone	/poon/	/foun/	Auxiliary Letter
5	Enough	/ɪ'nʌg/	/ɪ'nʌf/	Auxiliary Letter
6	Guard	/guard/	/gɑ:rd/	Empty Letter
7	Calf	/kalf/	/kæf/	Empty Letter
8	Resign	/raezɪn/	/rɪ'zain/	Innert Letter
9	Assign	/a'sain/	/ə'sain/	Innert Letter
10	Design	/de'zain/	/di'zain/	Innert Letter
11	Foreign	/'fɔ:rein/	/'fɔ:rin/	Innert Letter
12	Malign	/ma'lin/	/mə'lain/	Innert Letter
13	Answer	/'answər/	/'ænsər/	Empty Letter
14	Wrap	/wræp/	/ræp/	Empty Letter
15	Echo	/ikəʊ/	/'ekəʊ/	Auxiliary Letter
16	Laughter	/'laudər/	/'lɑ:ftər/	Auxiliary Letter
17	Scheme	/se:m/	/ski:m/	Auxiliary Letter
18	Malignant	/kæm'peɪn/	/kæm'peɪn/	Innert Letter
19	Seaside	/se:said/	/'si:said/	Empty Letter
20	Built	/bult/	/bilt/	Empty Letter

### INTERVIEW TRANSCRIPT

No	Questions	Answer
1	Do you think your native language or mother tongue affects your pronunciation?	
2	How does your mother tongue affect your intonation and the way you speak in English?	
3	When did you start focusing on learning English pronunciation in a more intensive and in-depth way?	
4	Did you study pronunciation in high school?	
5	Do you more focus on learning English for speaking and pronunciation?	
6	Do you have difficulty or trouble understanding phonetic sounds and symbols in English pronunciation?	
7	Do you learn english from a native speaker?	
8	What do you do when you have difficulties understanding pronunciation?	
9	Did you find the pronunciation and speaking class beneficial?	
10	What are the factors that motivate you to learn pronunciation?	



### Interview 1



Name : Hesti

Class : B

Semester : 2

1. Do you think your native language or mother tongue affects your pronunciation?  
 "Yes, I think my native language has a significant impact on my pronunciation, like the intonation patterns and certain sounds in my mother tongue are quite different from those in English
2. How does your mother tongue affect your intonation and the way you speak in English?  
 "My mother tongue affects my intonation in English which can sometimes make my English sound less natural or fluid."
3. When did you start focusing on learning English pronunciation in a more intensive and in-depth way?  
 "I started focusing on English pronunciation more intensively when I get to college"
4. Did you study pronunciation in high school?  
 "Not really. Pronunciation was only a small part of our English curriculum in high school"
5. Do you more focus on learning English for speaking and pronunciation?  
 "Yes, I do because both of them clear communication is vital for effective interaction"
6. Do you have difficulty or trouble understanding phonetic sounds and symbols in English pronunciation?  
 " I did find phonetic sounds and symbols challenging"
7. Do you learn english from a native speaker?

"Yes, I do learn from native speakers. Their pronunciation and intonation provide valuable models for me to improve my own speaking skills."

8. What do you do when you have difficulties understanding pronunciation?

"When I encounter difficulties with pronunciation, I usually seek additional practice through online resources"

9. Did you find the pronunciation and speaking class beneficial?

"Yes, the pronunciation and speaking class was very beneficial"

10. What are the factors that motivate you to learn pronunciation?

"My main motivation are the desire for clearer communication and the ability to confidently engage in conversations."

## Interiew 2



Name : Adya kaiza resqita

Class : A

Semester : 2

1. Do you think your native language or mother tongue affects your pronunciation?

"My native language has influenced the way I pronounce certain English sounds, especially those that do not exist in my mother tongue."

2. How does your mother tongue affect your intonation and the way you speak in English?

"The intonation in my English speech is influenced by my mother tongue's patterns."

3. When did you start focusing on learning English pronunciation in a more intensive and in-depth way?

"My focus on English pronunciation became more intensive about at my first semester in university."

4. Did you study pronunciation in high school?

"No, high school did not offer specialized pronunciation training."

5. Do you more focus on learning English for speaking and pronunciation?

"Yes I do, I focus heavily on speaking and pronunciation to ensure that I am easily understood and more confidently in conversations."

6. Do you have difficulty or trouble understanding phonetic sounds and symbols in English pronunciation?

" Yes, I struggled with phonetic sounds and symbols"

7. Do you learn english from a native speaker?

"Learning from native speakers has been a significant part of my language development."

8. What do you do when you have difficulties understanding pronunciation?

"I practice my pronunciation by listening to native speakers."

9. Did you find the pronunciation and speaking class beneficial?

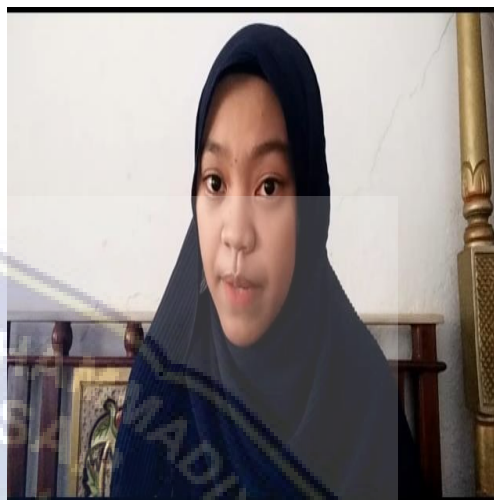
"Definitely. The pronunciation class helped me develop better pronunciation skills."

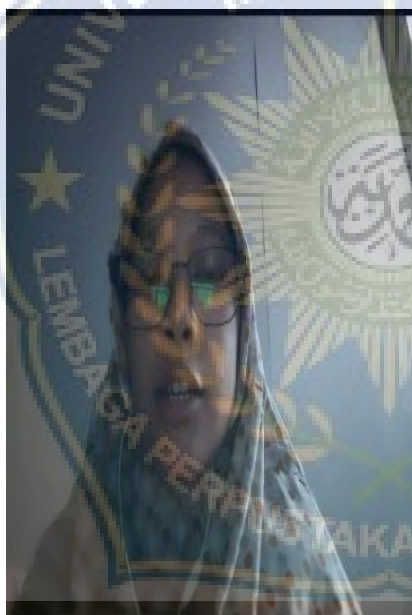
10. What are the factors that motivate you to learn pronunciation?

"I'm motivated by the need to be understood clearly and I want to make sure my pronunciation supports my career and academic goals."

## DOCUMENTATION

### Pronunciation Test and Interview







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Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Muh. Taufiq Shidqi

Nim : 105351104120

Program Studi : Pendidikan Bahasa Inggris

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Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

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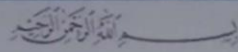


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Perihal : Pengantar Penelitian

Kepada Yang Terhormat

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Makassar

*Assalamu Alaikum Warahmatullahi Wabarakatuh*

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar dengan ini memberitahukan bahwa mahasiswa tersebut di bawah ini:

Nama	Muh. Taufiq Shidqi
Stampek	105351104120
Program Studi	Pendidikan Bahasa Inggris
Tempat/Tanggal Lahir	Kiripati, 20-05-2002
Alamat	Jln. Salemba Cokoratan No.59

Adalah yang bersangkutan akan mengajukan permohonan penertian dan menyelesaikan skripsi dengan judul **ERROR ANALYSIS OF STUDENTS PRONUNCIATION IN ENGLISH SILENT LETTER**

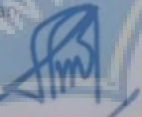
Demikian pengantar ini kami buat, atas perasamanya dihaturkan *Jazaakumulahu* sebagai penerangan.

*Wassalamu Alaikum Warahmatullahi Wabarakatuh.*

Makassar, 6 Jumadal Ula 1446 H  
22 Juli 2024

Demikian



  
Erwin Akib, M.Pd., Ph.D.  
NBM. 860.934



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Nomor : 4675/05/C.4-VIII/VII/1445/2024 24 July 2024 M  
 Lamp : 1 (satu) Rangkap Proposal 18 Muharram 1446  
 Hal : Permohonan Izin Penelitian

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 Dekan FKIP  
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 di -  
 Makassar

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Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 16674/FKIP/A.4-II/VII/1446/2024 tanggal 23 Juli 2024, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : MUH. TAUFIQ SHIDQI  
 No. Stambuk : 10535 1104120  
 Fakultas : Fakultas Keguruan dan Ilmu Pendidikan  
 Jurusan : Pendidikan Bahasa Inggris  
 Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

**"ERROR ANALYSIS OF STUDENTS PRONUNCIATION IN ENGLISH SILENT LETTER"**

Yang akan dilaksanakan dari tanggal 28 Juli 2024 s/d 28 September 2024.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,



Muh. Arief Muhsin, M.Pd.  
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07-24





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KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : MUH TAUFIA SHIDAI  
NIM : 105351104120  
Judul Penelitian : Error Analysis of Students Pronunciation in English Silent Letter  
Tanggal Ujian Proposal : 14 Juni 2024  
Tempat/Lokasi Penelitian : Universitas Muhammadiyah Makassar

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	22/07/2024	Pengajuan izin penelitian	Dr. Sugriati SP, MPA	[Signature]
2	25/07/2024	Meminta data penelitian mahasiswa	Dr. Sugriati SP, MPA	[Signature]
3	28/07/2024	Membagikan test dan interview via whatsapp pada Mahasiswa	Dr. Sugriati SP, MPA	[Signature]
4	30/07/2024	Mahasiswa mengisi test dan interview yg di berikan	Dr. Sugriati SP, MPA	[Signature]
5	1/08/2024	Mahasiswa mengirim isa yg telah diberikan via whatsapp	Dr. Sugriati SP, MPA	[Signature]
6	2/08/2024	Pengambilan data hasil penelitian pada Mahasiswa	Dr. Sugriati SP, MPA	[Signature]

Mengetahui,

2023

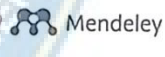
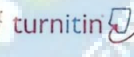
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Dipinjam oleh Kepala sekolah/Instansi

Dr. Ummi Khaerati Svam, S.Pd, M.Pd, Ph.D.  
NBM : 060 534





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Nomor : 0283/FKIP/05/A.5-VI/VIII/1446/2024

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa mahasiswa yang tersebut di bawah ini :

Nama : Muh. Taufiq Shidqi  
NIM : 10535 11041 20  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Keguruan dan Ilmu Pendidikan

Adalah benar-benar telah melaksanakan penelitian di Fakultas Keguruan dan Ilmu Pendidikan Tahun Akademik 2023/2024 terhitung sejak 28 Juli 2024 s.d 20 Agustus 2024, dalam rangka penyusunan Skripsi dengan judul:

*"Error Analysis of Student Pronunciation in English Silent Letter".*

Demikian surat keterangan ini kami buat dengan sebenarnya, dan untuk dipergunakan sebagaimana mestinya.

18 Shafar 1446 H  
Makassar, .....  
23 Agustus 2024 M

Dekan,  
Fakultas Keguruan dan Ilmu Pendidikan Unismuh Makassar,  
Fayyid Akib, M.Pd. Ph.D  
NIM. 860 934



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**LETTER OF ACCEPTANCE**

0922/BG-FKIP/LOA/B/VIII/1446/2024

Dear MUH. TAUFIQ SHIDQI

It is our pleasure to inform you that, after reviewing your paper:

**ERROR ANALYSIS OF STUDENTS PRONUNCIATION IN ENGLISH SILENT LETTER**

The manuscript ID: 1571

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

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Makassar, 24 August 2024 M  
20 Shafar 1446 H

**Head of English Education Department  
Faculty of Teacher Training and Education**



**Dr. Ummi Khaerati Svam, S.Pd., M.Pd.**  
NBM. 977 807

## CURRICULUM VITAE



Muh. Taufiq Shidqi was born on May 20, 2002 in Soppeng. His father's name is Abdul Samad and His Mother's name is Indarwati. He is the second child of two siblings. He started attending elementary school at SDN 91 Pacongkang and graduated in 2014. Then he continued his junior high school at SMP Negeri 2 Liliraja and graduated in 2017. Then he continued to high school at Madrasah Aliyah Negeri 1 Soppeng and graduated in 2020. In 2020 the author continued his bachelor's at the University Muhammadiyah of Makassar as a student of the English Department, Faculty of Teacher Training and Education. At the end of his study, He was able to complete his thesis in 2024 with the title "Error Analysis of Students Pronunciation In English Silent Letter".