CHAPTER II
LITERATURE REVIEW

A. The Nature Of Pronunciation

1. Definition of Pronunciation

Pronunciation is a fundamental element of communication that allows listeners to understand what the speaker wants to convey. It is important to develop. This is how when a word or language is usually spoken. Students must continue to practice and learn pronunciation so that students are successful in learning English, especially pronunciation.

If children rarely practice, they will have difficulty learning a foreign language. Pronunciation is a sound used to express the meaning of the target's pronunciation, which is different from native speakers according to Syarifah Salwa (2017). Instead, oral communication should be based on intelligible and understandable pronunciation. In order to change the way English words are pronounced, students have to change the way they think and view how those words sound, as well as the way they speak. Suffix, syntax and rhythm are all elements of language. Unfortunately, teaching in pronunciation is often neglected in English lessons. because of homophones in English Pronunciation is important. in pronunciation There are words that have different spellings and meanings, but sound the same.

Assessing pronunciation in speaking tests requires distinguishing between linguistic features, communicative effects, and identifying markers. there are Some special tests about the linguistic features included in the pronunciation. The Test of Spoken English (TSE) and its institutional counterpart, SPEAK, originally had a feature called pronunciation based on 'consistent phonemic errors and foreign stress and intonation patterns according to John M. Levis (2006:245). The speaking portion of the Cambridge Certificate of Proficiency in English (CPE) and related tests still use pronunciation as a scoring category, with particular

emphasis on rhythm, intonation and individual voice. CPE however defines the role pronunciation plays through its influence on communication.

The purpose of pronunciation is not to require the learner to pronounce like a native speaker. Instead the speaker should be the real goal of the spoken communication. If learners want to change the way English words are pronounced, they must first change the way they think about how those words sound. This is especially good for individual sounds as well as larger parts of speech such as syllables, stress patterns and rhythms. Unfortunately, pronunciation is sometimes neglected in teaching English According to Abbas Pourhosein Gilakjani (2016: 1). However, in reality learning pronunciation is not as easy as we know it. Some students cannot produce the sounds of English words correctly. Because there are many aspects that must be considered for effective communication such as the difference between Indonesian and English.

Based on the explanation above, the researcher concludes the pronunciation is the way we say words in English. When learning pronunciation, students can easily do pronunciation, especially in terms of communication. Pronunciation helps learners to have a better understanding of native speakers and enhances their ability to communicate easily and effectively.

2. Importance of English Pronunciation

Pronunciation is used to clarify how the meaning in speaking so that words can be pronounced in a certain way. Pronunciation is one of the important things that can activate every element of language. According to Rini (2016) pronunciation is very important in spoken form because if the pronunciation is bad it can create misunderstandings in communication even though the speaker has good grammar and knows a lot about vocabulary. Pronunciation is also important in English because a slight mispronunciation will lead the listener to misunderstand the meaning of the utterance. According to Handayani (2017, p. 194)

states that there are two important things related to pronunciation; (1) International students do not have to have native English sound pronunciation to be easily understood comfortably and (2) other aspects of pronunciation are actually more important to listeners than the sound produced by non-native speakers.

In addition, many cases of misunderstanding in communication are caused by mispronunciation of some words or incorrect intonation of words. If someone pronounces the words see and sea, cut and cot, pull and pool, for example, there is relatively no difference, and several things can lead to misunderstandings. Even when non-native speakers' vocabulary and grammar are excellent, but their pronunciation is poor, they are still unable to communicate efficiently and effectively. That is, a good way of communicating is knowing how to say the words correctly and precisely.

3. Kinds Style of Pronunciation

There are many dialects of English spoken around the world, including Australian English, South African English, Indian English, and others. However, there are two types of English that are considered to be the most influential and widespread: Commonwealth English, also known as British English, which is spoken primarily on British soil, and American English, which is spoken in the United States. I speak a foreign language.

a. American English

Most especially in East Asia (Japan, SouthKorea, Taiwan, and the Philippines), the Americas (besides the former British colonies of Jamaica, Canada, and the Bahamas), and Africa all have significant populations speaking American English (Liberia). While other international organizations and organizations, such as the International Olympic Committee, NATO, and the World Trade Organization use British English, the World Bank and Organization of American States typically use the American version. The

distribution of British and American English is about the same around the world, as can be seen. The main language variety that appears outside the UK is American English (AmE).

The belligerent Noah Webster is his most articulate spokesperson, according to Richard W. dice (2012). Bailey started talking early after the revolution. The most popular and effective type of English worldwide is American English. There are many causes behind this. First of all, it should be noted that the United States is currently the most powerful country in the world and its influence has always flowed from power. Second, American popular culture has had a significant impact on American politics, due to the popularity of music and movies in America (which, of course, are movies). Third, there is a strong correlation between the rapid advancement of communication technology and the prestige of American English abroad.

b. British English

The accepted pronunciation is sometimes used as a synonym for Standard British English (RP). However, despite the many differences in pronunciation, "American English is more similar to today's standard British English than any other type of English", According to Lindsey,G. (2019: 11). Examples and Summary Publishers and teachers defined a set of grammatical and lexical characteristics that they believed were true during the 18th and 19th centuries, and the variations that characterized these characteristics became known as Standard English. Because English had two centers in the nineteenth century, Standard English comes in two varieties: British and American.

4. Aspects of Pronunciation

Pronunciation is one of the important components in the language that must be possessed to be able to support English language skills. According to Lestari and Subandowo (2018, p.16) pronunciation is an

important aspect that must be learned in order to improve English speaking skills.

This is supported by Sembiring & Ginting (2016) the pronunciation have two main aspects there are segmental and super segmental features.:

a) Segmental

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

b) Supra-segmental

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

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

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

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

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

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

B. Silent Leter in English

1. Definition Of Silent Letters In English

Silent letter words are letters in certain words that do not match any sound in the pronunciation of the word. Silent letters are letters that don't sound audible when pronounced. This is supported by Mahapatra (2017) who says that pronunciation is like a ghost's pronunciation. Because, the letter was only written but not to be spoken. Some English words that have lost some of the consonant sounds, but are still spelled the way they were pronounced, tend to make even the best spellers fall into error. For example the word 'know' with a silent 'k' and 'assignment' with a silent 'g'.

more than 60% of English words have silent letters in them, which can cause all kinds of problems spelling words, pronouncing words or looking up words in a dictionary According to Carney & Edward (2012). Many words in English have silent letters. There are 20 out of 26 letters in English words that are potentially silent, namely (a, b, c, d, e, f, g, h, I, k, l, m, n, o, p, r, s, w , x, and z). Silent letters are the letters that you can't hear when you say the word, but are present when you write the word. Letters in English words are not always stationary. Silent letters are generally letters that don't match any other sound in a word.

2. Types Of Silent Letter

Letters that are categorized as silent letters are not only words that we cannot read, but there are also several words that sound different. There are three types of silent letters of the type below:

a. Auxiliary letter

These are the letters that have been added to illustrate complex visual units. The letters w` [wr] to `rest` and `a` [ea] to `leather` are examples (Carney, 2012). Auxiliary Letter is an extra letter to make up distinct complex graphical unit. Auxiliary letters are clearly needed to compensate for the under differentiation of the Roman alphabet in coping with English phonemes. Rather different are auxiliary letters added before or after a basic letter which is already in itself an adequate spelling (cf. the in bread, leather with the of bred, lether, or the and of wrest, rest, or the and of whine. The word would, should, could include in auxiliary letter.

b. Inert letter

Inert Letter is a type of silent letter where the letter is spelled and pronounced in certain form but unpronounced in other form. This type of silent letter can be seen in the letter "g" which is occur in the 'signature', 'signatory' and 'signal' but in the words 'sign' and 'signed', 'signer', 'signing' there is no phonetic counterpart. Many English letters happen to be silent in certain words when they are immediately preceded or followed by another consonant in the same syllable, for example the silence of [n] in autumn /ˈɔːtəm/ and its pronunciation in autumnal /ɔːˈtʌm.nəl/. Characters that are spelled and pronounced only one way but not another way are called idle characters. If you look closely, the letter g is clearly visible in the word signature, but it is lost when it is in the words signed and signed.

c. Empty letter

Unpaired letters, also called passive letters or auxiliary letters, are blank letters. You can classify silent consonants according to their letter and group of consonants. There is one

letter and only one letter in the code. 'H' is a letter with blank letters at the beginning, such as 'heir' or 'honest'. 'Ghost' is also a blank letter. As in `mir` and `rhythm`, the queue has an empty letter.

3. The Rules Series and the Examples of Silent Letter

Many English words have silent letters which mean that although they are written they are not meant to be spoken. Writing words as one hears them can result in fatal misspellings. Silent letters are a source of inconsistency in English. In contrast to English, where silent letters can appear anywhere in a sentence Nneka Umers-Okeke (2008):

a. Letter A

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

b. Letter B

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

c. Letter C

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

d. Letter D

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

e. Letter E

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

f. Letter G

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

g. Letter GH

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

h. Letter H

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

i. Letter I

Letter I also have silent letter too in middle position. Such as friend, parliament, business.

j. Letter K

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

k. Letter L

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

l. Letter M

Silent m is extremely rare in English and occurs only initially preceding n as in mnemonic

m. Letter N

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

n. Letter P

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

o. Letter S

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

p. Letter T

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

q. Letter TH

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

r. Letter U

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

s. Letter W

The letter w is silent when it is at the beginning of a word before the letter e such as writing, woe, wrestle, wrinkle, wrong, wrath, wrist, wrap, wrap. And also, it is not said in these common words who, whore, who, whole, answer, sword, head, two in early and middle position. Problems in English sound and spelling can be grouped under the following headings:

a) The same letter does not have to have the same sound.

b) The same sound does not always have the same letter.

c) Some letters are not pronounced at all.

d) We pronounce sounds in places where there are no letters.

e) There are variants of morphemes in the plural and past forms.

C. Error

1. Definition of Error

As EFL students, it is not surprising that students often make mistakes in English pronunciation. Error analysis is the process of identifying and correcting errors in writing and speech. Error analysis is used to determine how well a person understands a language, how they learn it, and learn how about common language learning problems, as well as to aid in the teaching and design of instructional materials. The importance of error analysis can be emphasized in this definition. It is inevitable that students make some mistakes in their language learning process. According to Gopur, A. (2008: 5) The realization of second language students' mistakes is very important for how to understand a foreign language. language learning process and course planning. In other

words, errors can signal to teachers and researchers how successful target language learning is being achieved.

2. Cause of Error Analysis

   Errors occur for various reasons. One of the strategies to prevent students from making the same mistakes over and over again is to look at the mistakes themselves. In discussing errors, there are three main causes of errors that often arise in learning a second language. These errors are Transfer Errors, Analogy Errors, Teaching Induced Errors. Learning your mother tongue is different from learning a foreign language. Foreign language students must also have made some mistakes in learning a foreign language. As a sign of learning failure and, thus intolerance. So, we have to analyze what are the main causes of errors that occur in students. In discussing the causes of errors, it is said that there are two main causes of errors, namely L1 interference, and the second is Developmental Error.

3. Distinctions Between Error and Mistake

   Error is different from mistakes, In the process of teaching and learning is very reasonable if students make mistakes. As teacher cannot expect student to learn something perfect for the first time.student error are part of the elarning process that must be adressed wisely. It is essential here to make a distinction between mistakes and errors. Two things needs to be stated here: firstly,mistakes do not require special teratment assuming they are recognized. Secondly, error here refers to structures only. Mistakes is wrong language which a native speaker would not usually produce.that is something that only learners of the language produce.

   Error and mistake are two different words that are actually synonyms of each other.they also mean the same thing, something that is done in correctly or is wrong.this could be due to bad judgment, inattention or my due to lack of focus. The main differences between the two is the context that they are used in. Mistakes refers to student error

based on false allegations or failure to use certain known systems. While error reffers to student mistakes in terms of understanding. mistake refers to a performance error that is either random guess or a "slip" in that it is failure to utilize a known system correctly. Mourtaga in Abushihab (2014) points out that errors and mistakes are different from each other because an error cannot be self-corrected and is caused by learners' inadequate knowledge of the target language whereas a mistake can be self-corrected.

To dishtinguish between error and mistakes the first one is to check the consistency of learners pronunciation, if he sometimes use the correct form and sometimes the wrong one, it is a mistake. However, if he always used it incorrectly, it is an error. The second way is to ask the learner to try to correct his own deviant itterance. When he is unable to, the deviations are error, while he is successfull, they are mistake. Indeed, learner often make mistakes in the process of foreign language learning. Thus, it is still not a big deal when the learner commit the mistakes either in speaking since they are capable to correct the mistake.

From those definitions above, the researcher concludes that a mistakes may do forget fullnes or hestitation. While an error is a deviation which is made by the learner because he/she dose not know the rule and he/she will make it repetitively.

4. Source of Error

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

From the theory above, error is become a thing that most concerns teachers, although the students attempt will tell us about their current

language and may well provide chance for opportunistic teaching. Jeremy Harmer (2001) distinct the two causes of errors as following:

a. Fist language interference : students who learn English as a second language already have a deep knowledge of at least one other language, and where L1 and English. come into contact with each other there are often confusions which provoke errors in a learners' use of English. This can be a level of sound which is different between L1 and second language or it can be at the level of grammar where the students" L1 have a different system and so on.

b. Developmental errors : Refers to similar second language learner errors with mistakes made by children when learning the first language. For a long time now researchers in child language development have been aware of the phenomenon of over generalization. Errors are part of the students' interlanguage that is the version of the language which a learner has at any one stage of development and which is continually reshaped as he or she aims towards full mastery.

In order to identify the problems that faced by students in language learning process, it is necessary to know the source of error. Brown (2000) categorized the source of error into interlingual transfer, intralingual transfer, context of learning and communication strategies.

a. Inter-lingual Transfer is significant source of error for all learners. The beginning stages of learning a second language are especially vulnerable to interlingual transfer from the native language, or interference. Interlingual transfer occurs when the mother tongue affects the target language.

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

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

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

In this study, the researcher will use four categories to find a cause of error consisiting of developmental errors, interlingual transfer, context of learning, and intralingual interference .

5. Classification of Error

Some Experts give their idea about kinds of error. They classify it into several types. Corder in Ellis (1999) distinguished three types of error according to their systematic:

a. Pre-systematic errors This error occurred when the learner was unaware of the existence of a particular rule in the target language. These happened in random situation. The learner could not give any account of why a particular form was chosen.

b. Systematic errors This error occurred when the learner had discovered a rule but it was the wrong one. The learner was unable to correct the errors but could explain.

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

In this study, the researcher will use three categories to clasify errors consisting of pre-systematic, systematic, and post-systematic.

D. Previous Relevant Studies

Reviewing from previous researches conducted by other researchers iss needed to keep the originality from previous research. The following are previous studies which is a reference for researchers to conduct the latest research.

First conducted by winda pusfarani *et al* (2020) Students' Pronunciation Errors in English Silent Letters. Researchers draw several conclusions. This shows that the seventh semester students of the English education study program at Bengkulu University have many problems in pronouncing words that contain silent letters. It can be proven from research that students of the English Education Study Program make two types of errors, namely prasystematic errors and systematic errors. The type of error that most students make is prasystematic. The researchers also found that the highest number of errors made by students of the English education study program in pronouncing words containing silent letters were "g" and "b". The number of errors for each letter was 93 and the percentage was 77%.

Other research was previously conducted by Horia Siregar (2020) with The Analysis of Students Pronunciation Error. In this study, the researcher observed the mistakes made by non-English majors students in pronouncing the silent letters in English words. The pronunciation errors that occur are not solely intended by students. They are some of the reasons why students mispronounce words. The first is a lack of learning exposure to English Listening Vocabulary, the second is a lack of extensive knowledge of English phonemic transcription, the third is the habit of generating incorrect vocabulary sounds from given words. Fourth is the lack of desire to learn English pronunciation. The fifth is the lack of motivation from the teacher to provide knowledge about listening skills, then, the lack of hours of time needed to practice English vocabulary and pronunciation and the last is the lack of proper and correct knowledge from the teacher to train students in English. To motivate students to avoid pronunciation mistakes, there are several things that must be done by English teachers (lecturers). They have to

give a lot of practice, namely about students' pronunciation and explaining the letters that must be omitted and the letters that must be pronounced. Thus students can develop their knowledge in actual pronunciation and their pronunciation will definitely be better than before.

The third is research entitled "Error Analysis Of Silent Letters Pronunciation Made By The Fourth Semester students Of English Department Of Stba Jia" by Elsan Arvian (2021). In summary, the results from this study First, fourth semester students majoring in English at STBA JIA made many post-systematic errors, especially in pronouncing the silent letters in English words. The error is 14.5%. Second, the most frequently encountered word errors are honest words with 40% errors. The sword word is the most common error is the medial position of 70%. While in the final position, the words ballet and buffet are the most common mistakes. There are 70% of students who make mistakes. Third, there are no mistakes in the pronunciation of the words autumn and unlucky. These words have an inert letter in the final position. All students do not pronounce the correct letters.

Another study was conducted by Iwan Kurniawan *et al* (2022) with Silent Pronunciation Errors Made by Students of the English Department at Raden Intan State Islamic University. In this research, the researcher classifies the types of errors made by students in pronouncing silent letters, counts the number of errors made by students, and determines the source of the errors. The subjects of the study were second semester students of English Language Education, Raden Intan State Islamic University, Lampung. Class H of these students was used as a sample and purposing sampling technique was used for a class sample of 29 students. The research results show that there are 4 types of errors; omissions, additions, misformations, and misordering. In total, there were 343 error items made by students. Addition is the most common error made by students, namely 211 items or 61.51%. The second most is misformation with 84 items or 24.48%. Then followed by omission of 46 items or 13.41%. At the end of the error classification based on the surface strategy taxonomy is an ordering error with 2 items or 0.58%.

And the last one was carried out by Syamsuriadi (2022) with the title Students' Error Of English Pronunciation For Silent Letters. The aim of this thesis is to find student errors in pronouncing words with mute letters. The subjects of this study were second semester students in the university's English education department. Muhammadiyah Makassar. Researchers used simple random sampling to collect data and only took 15 students. This research method is descriptive qualitative. According to data analysis, students tend to make two types of errors. There are pre-systematic errors and systematic errors. students made 34 pronunciation errors in the pre-systematic and students made 43 pronunciation errors systematically.