

CHAPTER I

INTRODUCTION

In this chapter, the researcher is going to present the introduction consist of research context, research focus, research objectives, significances of the study, definition of key terms, and the last is previous study.

A. Research Context

Language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently.¹ Braille In Gerald P. Delahunty, and James J. Garvey, Language a system that connect thoughts, which cannot be heard, seen, or touched, with sounds, letter, manual signs, or tactile, which can. In this way, one person's private ideas may be communicated to another person.² So, Language is used by people in daily life to communicate with other people, where has many varieties, one of which is English.

English as international language is multifunctional. It can be used either for communication and academic use. The use of English in international event such as seminar, presentation, workshop, and conference.³ English used to communicate or interaction with many people in various countries of the world. And in various places such as, at the office, when meeting with clients from abroad, at the hotel and on the beach, when there are people abroad, And also at

¹ H. Douglas Brown, *Principles of Language Learning and Teaching*, (San Francisco University), 16.

² Gerald P. Delahunty, James J. Garvey, *The English Language From sound to sense*, (2010), 5.

³ Hariyani Talib, Anwar, Mujahidah, Implementing Listen and Imitate Technique To Improve Pronunciation Skill, *Inspiring: English Education Journal* 1 (Maret 2018), 2.

school, used by teachers and students' for teaching learning process. Especially, in the learning process English very important to develop students' ability in speaking.

Speaking is interactive process of constructing meaning that involves producing, receiving, and processing information. English learners should have the ability of English speaking in order to communicate with others.⁴ Speaking is a part of English activities that must be mastered by students to convey opinions that arise from the minds in order to interact with other people and be able to convey all the information obtained when speaking English.

Mostly, speaking is used to communicate, convey information, make relationship among people in the world. Speaking English is one of the most important things for students' that must be learned and practiced in the learners process. To speak English is not easy, because the speaker should also master several important elements, such as pronunciation, grammar, vocabulary, fluency, and comprehension.⁵ Obstacles or problems in speaking English that must be, one of them is not using to pronounce English. So that, the speaking process is choked up and error.

Cook In Abbas Pourhosein Gilakjani, defined pronunciation as the production of English Sounds. Pronunciation is learnt by repeating sounds and correcting them when produced inaccurately. When learners start learning pronunciation they make new habits and overcome the difficulties resulting from the first language. According to Yates, pronunciation is the production of sounds

⁴Sayuri, English Speaking Problems of EFL Learners of Mulawarman University, *Indonesian Journal of EFL and Linguistics* 1 (2016), 49.

⁵Sayuri, 49.

that is used for making meaning.⁶While Devi Mulatsih states that pronunciation refers to the ability to use the correct stress, rhythm, and intonation of a word in a spoken language. Besides that, pronunciation is the act or result of producing the sounds of speech, such as: articulation stress and intonation, often with reference to some standard of correctness or acceptability.⁷

Pronunciation in speaking is an ability that must be possessed by students and teacher in understanding the sound system, because it will have an impact on speech which can directly affect the meaning of speaking English. Because in English, different sounds will have different meanings, let alone different writing, it will greatly affect communication.

In the learning process, there will definitely be errors that may arise when students cannot understand what the teacher is talking about when speaking English. To find out students' mistakes is a very important because from there students' can find out their difficulties when speaking English using the correct pronunciation. They can also find out what their shortcomings and mistakes are, which will make them not repeat it again with the same mistakes. So that, the teachers in the teaching and learning process can teach well and are able to improve the abilities of their students also focused on students who do not understand or often make mistakes in speaking English with error pronunciations especially in pronouncing silent letter.

Caney In Triyogya Tyas Utama, the letter is silent when its sound is not written and spoken in actual speech. Silent letter as a condition where letters are

⁶Abbas Pourhosein Gilakjani, English Pronunciation Instruction: A Literature Review, *International Journal of Research in English Education* 1 (2016), 2.

⁷Devi Mulatsih, Pronunciation Ability by Using English Song In Indonesian Student of Unswagati Cirebon, *PERSPEKTIVE Journal of English and Learning* 2 (2015), 295.

often supposed to ‘speak’ to the reader.⁸ Silent letter are certain letters in English words that are not read.

According to Mrs. Nurul Lailah, an English teacher for class XII senior high school In Darut Thalibin, Ponteh Village, the pronunciation errors that occurred in class XII were due to some factors such as lack of practice in English pronunciation and no interest from students. Although not always teaching pronunciation but sometimes when speaks English by using the pronunciation correctly.⁹

So, even though the teacher gives a model first and students imitate it, they keep their pronunciation because of the habit factor that they are used to saying, they have been told the correct pronunciation but students still pronounce the words wrong. For example in the word good night, students pronounce the word with /gʊd naɪk/ (with the letter gh) however, the correct pronunciation of silent letter is /gʊd naɪt/ (ends with the letter t). Another example in the word hymn, students pronounce the word with /hɪmən/, the correct pronunciation of silent letters /hɪm/ and the example in the word half, students pronounce the word with /half/, the correct pronunciation of silent letters /ha:f/. The last example for pronunciation errors of silent letter is the word psychic, they read the /psɪkɪk/ with the letter p which is still read or not removed, while the correct one is /saɪkɪk/ without the letter p being read or removed.¹⁰

⁸ Triyoga Tyas Utama, “Error Analysis of Silent Letters “H” and “W” In English Words by Non-English Department Students, (Thesis, Sanata Dharma University Yogyakarta, 2018), 16.

⁹Nurul Lailah, The English Teacher of the XII grade At The Darut Thalibin, Ponteh Village, *Direct Interview* (13 September 2020).

¹⁰ Nurul Lailah.

From the phenomena above, the researcher conducted the research entitled “Analysis of Pronunciation Errors that often Occur in Speaking English to Grade XII Students at the Darut Thalibin Senior High School, Ponteh Village”.

B. Research Focus

John W. Creswell stated that the research focus is the board subject matter addressed by the study, or in other words it can be said as a research problem. It is a general educational issue, concern, or controversy addressed in research that narrows the topic.¹¹ From that, the researcher formulated the focus of the research as follows:

1. What are the pronunciation errors of silent letters made by the XII graders At The Darut Thalibin Senior High School, Ponteh Village?
2. What are the factors XII graders often have pronunciation errors of silent letter?

C. Research Objective

Jhon W. Creswell stated that research objective is a statement of intent used in quantitative research that specifies goals that the investigator plans to achieve in a study.¹² Based on the research focus, the researcher was carried out with the purpose of:

1. To identify the pronunciation errors silent letters made by the XII graders At The Darut Thalibin Senior High School, Ponteh Village.

¹¹ John W. Creswell, *Educational Research, Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, Fourth Edition (Boston: Pearson, 2012), 60.

¹² Creswell, 111.

2. To analyze the factors XII graders often have pronunciation errors of silent letter.

D. Significance of the Study

With this research, researchers have high hopes that can be carried out to provide benefits in order to improve the quality of education, namely in teaching English. There are two significant of the study, including:

1. Theoretical significance

This research provides as reference material and the researcher can find out the analysis of students errors in pronunciation of silent letters.

2. Practical significance

- a. For the English teacher

The researcher hopes that the result of this research can useful and help for English teachers At the Darut Thalibin senior high school Ponteh Village, to find out students in pronunciation error of silent letters. So that, the English teacher will be able to make students speak the correct pronunciation of silent letters.

- b. For the Students

The result of this research, the researcher hopes that the students At The Darut Thalibin senior high school Ponteh village can change their spoken with the correct pronunciation of silent letters.

- c. For the Researcher

The result of this research, the researcher can be used as a reference for further research. And can add insight to researchers to be used as guidelines in daily life.

E. Definition of Key Term

In this section the researcher wrote some definitions that are used avoid misunderstanding where would be explained in the literature review. so, they are the key term of this research:

1. Pronunciation is the knowledge that is used to pronounce the word correctly. If the pronunciation is wrong other people will not be able to understand what are talking about, therefore correct pronunciation is very important.
2. Silent letter is an English word that does not read certain letters.
3. Error is an action which is incorrect in pronunciation English word.

F. Previous Study

The previous study of the research becomes important for the researcher and the reader. It will become guide for the researcher to develop the research from the previous study.

Actually, this research is not new research. However, previous research or previous study there were researchers who also examined pronunciation errors and pronunciation errors of silent letters, namely “Analysis Of Students’ Error In Pronouncing English Nasal At The Second Semester Of Islamic University Sulthan Thaha Saifuddin Jambi” written by Erni Yusnita and “An Error Analysis of Students’ Pronunciation Silent Letter At The Second Semester Of English

Education Raden Intan State Islamic University Of Lampung In Academic Year Of 2019/2020” written by Dhea Agisnandea.

The first is where the research was intended to analyse of students’ error in pronouncing English nasal consonant that consists of bilabials, velar, alveolar At Islamic University Sulthan Thaha Saifuddin Jambi. From the description in the data presentation researched by researchers, there were several things can be

noted down that most students still made error in pronouncing English nasals. There are: the bilabial sounds which were pronounced incorrectly by students of English department at Islamic University Sulthan Thaha Saifuddin Jambi was bilabial /m/. from 24 students there were 9 students who made mistake in pronouncing bilabials sounds.

In addition the alveolar sounds which were pronounced incorrectly by students of English department at Islamic University Sulthan Thaha Saifuddin Jambi was emphasis alveolar /n/. from 24 students there were 15 students who made in error pronunciation and emphasizing nasal alveolar sounds. Moreover, the velar sounds were often mispronounced by students of English department at Islamic University Sulthan Thaha Saifuddin Jambi especially velar /ŋ/. From 24 students there were 12 students who made error emphasis in pronouncing nasal velar sounds.

The causes of the problem in the nasal sounds made by students of English department at Islamic University Sulthan Thaha Saifuddin Jambi were because different sound have different ways of spelling. Besides, students are not familiar

with sound and spelling relationships. Furthermore, L1 interferences was also factor causing errors.¹³

The second is the research was conducted based on the phenomenon happened in the university. The students has low ability in pronunciation. They got difficulty in pronouncing English words including silent letter. Therefore, the thesis discussed the error analysis in pronouncing silent letter. The purposes of this research was to classify the types of error made by the students which students made in pronouncing silent letter, to count the total of errors that students made and to know the source of errors. This research was conducted based on descriptive qualitative analysis.

The subjects of the research were the students at the second semester of English Education Raden Intan State Islamic University of Lampung, while as the sample was H class which consisted of 29 students, it was considered by using purposive sampling technique. In collecting the data, this research asked the students to pronounce some words including silent letter while the researcher asked them to record their by voice note via whatsapp message by online, because this research was done during the covid 19 pandemic.

Then, the researcher made transcription of their recording to be analyze of their errors in pronouncing plosive voiceless consonants based on Surface Strategy Taxonomy according to Dulay's theory. The result of the research showed that there were 4 types of errors those are omission, addition, misformation, and misordering. The total of errors were 343 errors' items which made by the students. The most common errors were addition which was 211

¹³ Erni Yusnita, "Analysis of Students' Error In Pronouncing English Nasal At The Second Semester Of Islamic University Sulthan Thaha Saifuddin Jambi" (Thesis, The State Islamic University Sulthan Thaha Saifuddin Jambi, 2018).

items or 61,51% made by the students, misformation was 84 items or 24,48%, omission was 46 items or 13,41% and misordering was 2 items or 0,58%, which meant it was the lowest while other errors' classification based on surface strategy taxonomy.¹⁴

The difference from previous research and this research is object and subject of the research, the previous research object In University but this research In School. The subject of previous research of students' error in pronouncing English Nasal and this research only focuses on pronunciation errors when speaking English. This research aims to determine the errors that often occur mispronunciation by students' and to find out the cause.

¹⁴ Dhea Agisnandea, "An Error Analysis of Students' Pronunciation Silent Letter At The Second Semester Of English Education Raden Intan State Islamic University Of Lampung In Academic Year Of 2019/2020", (Thesis, Raden Intan State Islamic University Of Lampung, 2021).