CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter review some theories and previous studies related to the topic. Theories related to the topic are about the definition of errors, definition and the factors of students' making an error, the phoneme, the definition and the examples of silent letters. The previous studies consist of the studies related to the pronunciation of silent letters.

A. Theoretical Foundation

1. Definition of Error

Error is any deviation from a selected norm of language performance, no matter what the characteristics of causes of the deviation might be.[1] Error deals with producing or making inappropriate words, phrases, or sentences of the learner's speech or writing. The process of language learning involves the making of errors. Errors are the flawed side of learners' speech or writing.[2] The learners tend to produce inappropriate sentences. This phenomenon is actually something which is normal that anyone can not learn language without first systematically committing errors. So, it is possible that every student ever make errors in pronunciation when they learn about the English language.

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[1] . Dulay et al, *Language Two*, (New York: Oxford University Press, 1982) p. 193

[2] . *Ibid*, p.138.

The fact that learners do make errors, and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learner's errors, called error analysis.[3] The students commonly pronounce English incorrectly, because English is not their native language. The study of error is part of investigation of the process of language learning. It provides us the picture of linguistic development of a learner and may give us indication to learning strategies.

Richard proposes a three-way classification of errors, namely interference, intralingua, and developmental errors. Furthermore, he describes that the interference are those caused by the influence of the learner's mother tongue on his production of the target language in presumably those areas where the language clearly differ. The intralingua errors are those originating within the structure of English itself. The developmental errors reflect the strategies by which the learner acquires the language.[4]

The important role in the class to minimize the errors of pronunciation is the English teacher. The teacher should always remains the students when they make errors in pronouncing English words. The teacher can ask the students to look to the dictionary to know what the correct pronunciation is.

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[3] . H. Douglas Brown, *Principles of Language Learning And Teaching*, (London: Prentice-Hall, 1980), p.166

[4] . Richards Jack C, *A Non-Contrastive Approach to Error Analysis*, *Error Analysis.* London: Longman Group Limited, 1971

a. The way of teachers in correcting pronunciation errors

The role of teachers is to help learners perceive sounds. Correcting the error in the class is much needed, because if the teacher does not show the students the right pronunciation it can be their habit. Some teachers correct the pronunciation directly, and sometimes give feedback in the last material. There is some teachers' role that should be done when correcting pronunciation error, those are:

1) Providing feedback[5]

In order to make students know about the error they made, the teacher should give the students feedback from the error in the learning process. The teacher should tell them the information from their performance.

2) Helping learners make sounds

Some sounds do not occur in other languages, so the teacher can show the students the right sound first. Sometimes the students can imitate a new sound, but if they can't, the teacher needs to show them how to sound it.

3) Pointing out what's going on

Students need to know what to pay attention and work on. Because reading or speaking are the most unconsciously controlled, students may make the error in the important things. For example, when they

[5] . Gerald, Kelly, *How to teach Pronunciation*, (series editor: Jeremy harmer), Logman, 2000, p.1

make conversation, they pronounce incorrectly in some words, so the teacher should point the error and make the students aware of the potential of pronunciation.

An important consideration is the aim of the activity. There are some times when the teacher corrects the students based on the fluency and accuracy. The distinction between accuracy and fluency is important.[6] To correct the accuracy the teacher can immediate correct the students, because it will be useful for students. While to correct fluency, immediate correction that diverts from the flow of speaking is less appropriate. We either need to correct briefly and unobtrusively as we go or save any correction for after the activity has finished or later. One strategy used by many teachers during fluency activities is listened in directly and collected a list of overheard error.[7]

2. Pronunciation

According to Oxford Advanced Learners Dictionary, pronunciation is defined as the way in which a language is spoken.[8] It means by pronouncing some words we can make communication with another person around our environment, because pronunciation is the way of the language is spoken. Pronunciation is the production of significant sound used by a particular

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[6] . Scrivener Jim, *Learning Teaching* (a guide for english language teachers 2nd edition), MacMillan

[7] . Scrivener Jim, *Learning Teaching* (a guide for english language teachers 2nd edition), MacMillan

[8] . A. S. Hornby, *Oxford Advanced Learners' Dictionary of Current English* (*Fifth* Edition), New York: Oxford University Press, 1995, 928.

language as part of the code of the language, and used to achieve meaning in context. [9] Pronunciation is the speech production of word that makes a meaning. Pronunciation is probably one of the hardest in English to learn it, because learning pronunciation takes a lot of time and effort to improve understanding how to pronounce correctly.

In speaking English the communication between the speaker and the listener has mutual relationship. It affects each other. It means that in order that the listener can comprehend the meaning of what is said, the speaker has to speak clearly. Speaking clear involves clear pronunciation. For this reason, pronunciation is one of the important aspects of language to be learned. If the students speak with incorrect pronunciation it can make misunderstanding in meaning.

In learning English pronunciation there might be some aspects that make the learner of foreign language make an error. The effect is not only because English is not their native language but also because of some factors. Six main factors affecting pronunciation learning are:[10]

a. The native language

The first factor is because English is not their native language. So, it is possible that students can not learn English well. Students might be

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[9] . Christiane Dalton-Barbara Seidlhofer, *Pronunciation* (Oxford: oxford university press, 1994), p.3.

[10] . Kenworthy, J,*Teaching English Pronunciation, Longman Handbook for Language Teachers,*1987 Longman Publishing

difficult to pronounce English words because it is different from their native language.

b. The age factors

Adults may not be able to master pronunciation well, because they have some problems that might affect them in learning pronunciation. It is different from children, they have some effort to master English pronunciation, and they have a lot of time to learn it. Generally the adults have not enough time to study foreign language and they have developed a strong sense of the sound system of their first language.

c. Amount of exposure

Another factor is amount of exposure to English the learners receive. It is tempting to view this simply as matter of whether the learners are living in the English speaking country or not. Many people live in the English speaking country but they do not use English language for the communication. In other hand, many people do not live in the English speaking country but they speak and learn English as well. It seems that amount of exposure though clearly a contributory factor, is not a necessary factor for development of pronunciation ability.

d. Phonetic ability

Most of the students make errors in the phonetic ability, because there is no special lesson learning about how to pronounce as well. The ability among the students is different. Some students have a better ear for

foreign language than the other. In English there are much phonetic ability that might lead them to make an error, such as the intonation, the sounds of the phone, stress, and the other factors.

e. Attitude and Identity

The attitude and identity sometimes lead learners to consciously or unconsciously resist making changes to their pronunciation because their accent is an important way of signalling their social and ethnic identity. They may use various markers of their ethnicity in their spoken English quite unconsciously. Building sensitivity to the fact that we all speak in different ways to different interlocutors may help learners become more comfortable with the idea that they can change their accent in different situations.

f. Motivation and Concern for good pronunciation

The learners generally less motivated to learn English pronunciation correctly. The learners sometimes are lazy in learning pronunciation. Native language also affect the motivation of students to pronounce English well.

Pronunciation has two main features; there are segmental and super segmental features. [11] Segmental feature includes phoneme that consist of

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[11] . Roach, Peter, *English Phonetic and Phonology: A Practical Course (3rd Edition)*, Cambridge University Press, 2000.

vowel and consonant. And super segmental includes stressing and intonation. In this chapter will explain more about the segmental feature of phoneme.

3. Phonemes

Phonemes are the different sounds within a language. Although there are slight differences in how individuals articulate sounds, we can still describe reasonably accurately how each sounds is produced. When considering meaning, we see how using one sound rather than another can change the meaning of the word. It is this principle which gives us the total number of phonemes in a particular language. Phonemes consist of two categories; vowel and consonant.[12] Vowel sounds are all voiced and may be single (like /e/ in / l*et*/), or combination vowels, it involve a movement from one vowel to another (like /ei/ in /l*ate*/). This combination is known as diphthongs. Consonant sounds may be voiced or unvoiced. It is possible to identify many pairs of consonants which are essentially the same except for the element voicing (like /f/ in /*fan*/) and (like /v/ in / *van*/).

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[12] . Roach, Peter, *English Phonetic and Phonology: A Practical Course (3rd Edition)*, Cambridge University Press, 2000, p. 2

The articulation of vowels and consonants

Figure 2.1
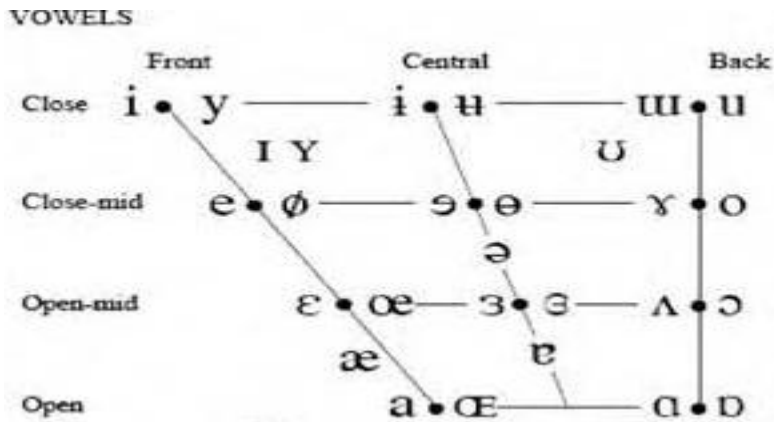
VOWELS

This figure 2.1 shows The Cardinal vowel, these are the vowels that are most familiar to the speakers of most European languages, and there are other cardinal vowels that sound less familiar.[13] This figure shows the symbols appear in a pairs, the one in the right represent rounded vowels.

Figure 2.2

CONSONANTS (PULMONIC)   © 2005 IPA

	Bilabial	Labiodental	Dental	Alveolar	Postalveolar	Retroflex	Palatal	Velar	Uvular	Pharyngeal	Glottal
Plosive	p b			t d		ʈ ɖ	c ɟ	k g	q ɢ		ʔ
Nasal	m	ɱ		n		ɳ	ɲ	ŋ	N		
Trill	B			r					R		
Tap or Flap		ѵ˘		ɾ		ɽ					
Fricative	ɸ β	f v	θ ð	s z	ʃ ʒ	ʂ ʐ	ç ʝ	x ɣ	χ ʁ	ħ ʕ	h ɦ
Lateral fricative				ɬ ɮ							
Approximant		ʋ		ɹ		ɻ	j	ɰ			
Lateral approximant				l		ɭ	ʎ	L			

Figure 2.2 shows the symbols appear in the pairs, the one to the right represent a voiced consonant. Shaded areas denote articulation judge impossible. The way to pronounce using the air stream from the lungs is called pulmonic.

Figure 2.3

CONSONANTS (NON-PULMONIC)

Clicks		Voiced implosives		Ejectives	
ʘ	Bilabial	ɓ	Bilabial	'	Examples:
ǀ	Dental	ɗ	Dental/alveolar	p'	Bilabial
ǃ	(Post)alveolar	ʄ	Palatal	t'	Dental/alveolar
ǂ	Palatoalveolar	ɠ	Velar	k'	Velar
ǁ	Alveolar lateral	ʛ	Uvular	s'	Alveolar fricative

Figure 2.3 shows the Consonant Non-Pulmonic, it means when the air is from another sources, this sound is produced unrelated to the air stream from the lungs.

4. **Silent Letters**

Silent letter is a letter that in a particular word does not correspond to any sound in the word's pronunciation. Silent letters create problems for both native and non-native speakers of a language, as they make it more difficult to guess the spellings of spoken words. Phonetic transcriptions that depict pronunciation and which note changes due to grammar and proximity of other words require a symbol to show that the letter is mute. 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/.[14]

Numerous words in English have silent letters. There are 20 letters from 26 letters in English words that potential to be silent. Silent letters are letters that you can not hear when you say the word but they are there when you write the word. The letters in English words are not always silent. The silent letters are generally the letters that do not correspond to the other sound in the words. For example, the letter [h] in the words *hour* /ˈəʊə(r)/ and *high* /haɪ/.[15] It has different pronunciation, the letter [h] in <u>hour</u> is silent and in <u>high</u> is not silent, and the cause that makes the two words different is the letter that follows them. Another example some of the letter [k]. If it stands before [n] in one word must be silent, usually it takes initial letter, e.g. *knife* /naïf/ and *knock* /nɒk/. Some vowels and consonants are silent if they stand in one syllable that can create them silent. We can analyze them by looking for the phonetic in the dictionaries.

These silent words make the students difficult to pronounce correctly. To know the correct pronunciation of silent letters, the students have to look at the dictionaries. This will be rather difficult to ask the students if they always

[14] . Kelly, G, *How to Teach Pronunciation*, Oxford: Bluestone Press, 2000

[15] . A. S. Hornby, *Oxford Advanced Learners' Dictionary of Current English* (*Fifth* Edition), New York: Oxford University Press, 1995.

look for the transcript in the dictionaries. Teacher should teach them how to pronounce the word correctly, especially the silent letter.

We have to consider the way language users deal with spelling system in different situation, the first when we read and the second when we write. The problems of the reader and the writer are not the same. In English the reader's problem is actually simpler than the users. For instance, some letters are sometimes silent in a small set of words. In *knowledge* the letter [k] is not pronounced, in *gnostic* the letter [g] is not pronounced, nor are the [m] or [p] in *mnemonics* and *pneumonia*.[16] Note that all those silent letters occur before the letter [n], the letter [k] in *knowledge* comes before [n]. All the readers have to remember when they are reading aloud and comes across these words are that the letters before [n] is silent.

5. Types of silent letters

The letter that is categorized as a silent letter is not only the word that we can not read, but also some of the words that have different sound. The letter [gh] in word *enough* the pronunciation is not /I'nʌgh/ but /I'nʌf/, the letter [gh] changed into the sound */f/*. The researcher categorizes some different letters in the explanation below. Different kinds of silent letters, which present different degrees of difficulty to readers and writers, such as:[17]

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[16] . Kenworthy, J,*Teaching English Pronunciation, Longman Handbook for Language Teachers,* Longman Publishing, 1987, p.96

[17] . Edward Carney, *A Survey of English Spelling*, London and New York: Routledge, 1994

a. Auxiliary Letters : which with another letter constitute digraphs, two letters combined which represent a single phoneme. These may further be categorized as:

1) Exocentric diagraph : where the sound of the digraph is different from that of either of its constituent letters. These are rarely considered silent. There are examples:

   a) Where standard single-letter representation uses another letter, as with [gh] in *enough* /ɪ'nʌf/ or [ph] in *physical* /'fizikl/ instead of [f].[18] These are irregular for writers but may be less difficult for readers.

2) Endocentric diagraph : where the sound of the digraph is the same as that of one of its constituent letters. These include:

   a) Most double consonants, as [bb] in *clubbed* /klaʌb'bed/ though not geminate consonants, as [ss] in *misspell* /mis'spel/. [19] Doubling due to suffixation or inflection is regular; otherwise it may present difficulty to writers (e.g. *accommodate* /ə'kɒmədeit/ is often misspell) but not to readers.

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[18] . A. S. Hornby, *Oxford Advanced Learners' Dictionary of Current English* (*Fifth* Edition), New York: Oxford University Press, 1995

[19] . A. S. Hornby, *Oxford Advanced Learners' Dictionary of Current English* (*Fifth* Edition), New York: Oxford University Press, 1995

b) Others such as [gu] as in *guard* ga:d/, *vogue* /vəʊg/; [ea] as in *bread* /bred/, *heavy* /'hevi /, etc.[20] These are difficult for writers and sometimes for readers.

b. **Dummy Letters** : with no relation to neighbouring letters and no correspondence in pronunciation:

1) Inert letters : Which are sounded in a <u>cognate</u> word: e.g. [n] in *damn* /dæm/ (cf. *damnation* /dæm'neiʃn/); [g] in *phlegm* /flem/ (cf. *phlegmatic* /fleg'mætik/).[21] If the cognate is obvious, it may aid writers in spelling, but mislead readers in pronunciation

2) Empty letters   **:** Which never have a sound, e.g. [w] in *answer* /'ɑ:nsə(r)/, [h] in *hour* /'əʊə(r)/, [s] in *island* /'ailənd/ , [b] in *subtle* /'sʌtl/, the [t] in *ballet* /'bælei/. [22] These present the greatest difficulty to writers and often to readers.

Some pairs of letters associated with a particular sound, as in the link between [*ph*] and the sound /f/, as in *photo* /'fəʊtəʊ/ and *phone* /fəʊn/. Such letter pairs known as Diagraph. [23] In certain cases, a diagraph can have two or three different sound associations, depending on the words in question: [ch] for example, can be pronounced as /tʃ /*chip/* /tʃip/, *bunch* /bʌntʃ/, /k/

[20] . A. S. Hornby, *Oxford Advanced Learners' Dictionary of Current English* (*Fifth* Edition), New York: Oxford University Press, 1995.
[21] . A. S. Hornby, *Oxford Advanced Learners' Dictionary of Current English* (*Fifth* Edition), New York: Oxford University Press, 1995.
[22] . *Ibid*
[23] . Kelly, G, *How to Teach Pronunciation*, Oxford: Bluestone Press, 2000, p. 123

(*character* /ˈkærəktə(r)/, *technique* /tekˈniːk/.[24] With vowels diagraph, it is possible to identify primary and secondary values of particular pairings.

B. Previous Studies

In this part, the researcher reviews some previous studies related to the topic in analyzing pronunciation errors of silent letters in English words made by the students.

The first is by Irawati Lutfia entitled "*The Effectiveness of Using Songs in Teaching English Pronunciation to the Fourth Grade students of Elementary school*". [25] The aims of this study are to know whether there is significant difference in the ability of pronunciation achievement between the students taught pronunciation by song and taught by drilling, and to find out which group of the students has the higher achievement in pronunciation. It is used experimental as the type of the study. The students of grade four in which there are 77 students are taken as the sample. From her thesis, it can be concluded that using songs is more effective than drilling in teaching pronunciation.

The second is by Fitriyah Riski Wahyuni conducts a research under the title "*Error Analysis of English Students' Pronunciation at SMPN I Pamekasan*". [26] This research is aimed to find out what types of errors made by the students on pronouncing English words and to find out the most dominant errors made by the

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[24] . A. S. Hornby, *Oxford Advanced Learners' Dictionary of Current English* (*Fifth* Edition), New York: Oxford University Press, 1995

[25] . IrawatiLutvia, *The Effectiveness of Using Songs in Teaching English Pronunciation to the Fourth Grade Students of Elementary School*, 2009

[26] . FitriyahRiskiWahyuni, *Error Analysis of English Students' PronounciationatSMPN I Pamekasan*

students in pronouncing English words. This research is conducted at SMPN 1 Pamekasan and 52 students are taken as the sample in which it is used random sampling as the technique of sampling. From the research, it can be concluded that the most dominant in making errors is in pronouncing vowel sounds.

The third is by Etik Khusnul Khotimah in her research entitled "*The Correlation between the ability of Phonemic Transcription mastery and the English Pronunciation at PBI, IAIN Sunan Ampel Surabaya*, 2012". [27] In her research, she finds the correlation between pronunciation and phonemic transcription. She finds out that 70% of the students are in the level of average in English pronunciation. It means that average of the students' mastery the pronunciation. While she finds out that 46% of the students are in bad qualification. It means that most of the students are in bad level. Based on the Likert scale, the range of bad level is between the score $21 - 40$. It is concluded that there is correlation between pronunciation and phonetic transcription. It means that the better the students master the phonemic transcription, the better they are in English pronunciation.

The fourth is by Nada Mohammed Hindi entitled "*Difficulties Faced by Law College Students in the Area of Spelling-Pronunciation Correspondence*". [28] The aim of this study is investigating the difficulties faced by Law College students in

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[27] . Etik Khusnul Khotimah, *The Correlation between the ability of Phonemic Transcription mastery and the English Pronunciation at PBI, IAIN Sunan Ampel Surabaya*, 2012

[28] . Nada Mohammed Hindi, *Difficulties Faced by Law College Students in the Area of Spelling-Pronunciation Correspondence*

dealing with spelling-pronunciation correspondence in English. To achieve the aim of the study, two hypotheses have been posed; 1) Law College students are able to spell words without making a link with pronunciation. 2) The students are able to pronounce words without making a link with spelling. He uses 81 students as his sample from Diyala University. He uses spelling and pronunciation test to get the data. And finally he gets the result that law college students are not aware enough, there are no corresponds between spelling and pronunciation and they are not able to pronounce new words without linking them with their spelling.

The fifth previous study is "*Teaching English Pronunciation to secondary school students with focus on [th] pronunciation*" by Bc. Eva Machakova.[29] She concerns with teaching pronunciation of voiced and voiceless [th] consonants. She gives the students test focusing on the [th] pronunciation, she records the students to get the data. And the result of her thesis, assessing students' pronunciation turns to be most difficult and demanding part of the research since she finds it very difficult to set the sounds which can be regarded as correct or not. It can be concluded that not only learning pronunciation but also getting the data from pronunciation test is difficult.

The sixth is research entitled "*The teaching of pronunciation to Chinese students of English*" by Cheng Fangzhi conducts an approach to the pronunciation

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[29] . Bc. Eva Machakova, *Teaching English Pronunciation to secondary school students with focus on "th" pronunciation*, Masaryk University BRNO – Department of English language and literature, 2012

to the Chinese students of English. [30] First, he compares both Chinese and English sound system, then he uses perception before production, and he teaches pronunciation in a meaningful and motivating way: providing meaningful materials; using songs, games, and tongue twisters; and assessing students progress. Meanwhile teaching pronunciation in a meaningful and motivating way needs creativity. So, for the pronunciation teachers of English, it needs creativity.

The seventh is by Dr. Dina El-Dakhs and Dr. Alia Mitchell in their thesis entitled "*Spelling Error among EFL High-School Graduates*". [31] They concludes that Saudi EFL learners suffer from serious difficulties with their English spelling despite the earlier introduction of English in schools. Intensive school give practices on the application of spelling rules and the handling homophones. In final result, L1 literacy seems to have a great influence on the acquisition of L2 orthography. This finding means that spelling programs at school need to target the special needs of the target population.

The eighth is by Akitsugu Nogita entitled "*Do Japanese EFL learners' pronunciation errors come from inability to articulate or misconceptions about target sounds?*". [32] This paper aims to examine whether Japanese English as a Second-Language (ESL) learners' pronunciation errors are due to their inability to articulate, or to misunderstandings of target phonemes and the English

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[30] . Cheng Fangzhi, *The Teaching of Pronunciation to Chinese Students of English,* English Teaching Forum. January-March 1998, 37-39.

[31] . Dr. Dina El-Dakhs and Dr. Alia Mitchell, *Spelling Error among EFL High-School Graduates*

[32] . Akitsugu Nogita, *Do Japanese EFL learners' pronunciation errors come from inability to articulate or misconceptions about target sounds?*, University of Victoria Linguistics

phonological system. The result of her experiment, the participants' errors regarding vowels or vowels followed by /i/ were due to misguided intentions 93.9% of the time. Japanese ESL learners' misconceptions are likely due to their often not having been taught the basics of English phonological and orthographical systems.

The ninth is the research entitled "*Detection of foreign speakers' pronunciation errors for second language training-Preliminary result*" by Maxine Eskenazi. [33] In his research, he concludes that speakers' errors in a target language can be detected by an automatic recognizer, for phone errors and that the information is indeed present in the waveform, for prosody. The outliers shown here correspond to areas that human tutors noted as needing improvement. This gives us a basis on which to build a system capable of giving the user useful feedback on his pronunciation. The speakers will make several mistakes in one sentence, not all related to one another. An effective system will need to choose the most perceptible errors and offer the user help on whichever of these he chooses to work on.

The last previous study is a research by Nusrat Jahan entitled "*Teaching and Learning Pronunciation of ESL/EFL classes of Bangladesh*". [34] The aim of this research is to explore the approach of teaching pronunciation at tertiary level in

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[33] . Maxine Eskenazi, *Detection of foreign speakers' pronunciation errors for second language training-Preliminary result*

[34] . Nusrat Jahan, *Teaching and Learning Pronunciation of ESL/EFL classes of Bangladesh*, Department of English, Daffodil International University

Bangladesh. This present study aims to find out the difficulties that teachers and students face in learning and teaching pronunciation at tertiary level in Bangladesh. He uses questionnaire survey to get the data. From his result, he finds that language teachers should give the priority to help the students develop their pronunciation skill. If the students' vocabulary and grammar are up to the mark, but their utterance cannot be understood, all the efforts of learning English will be useless. So, the teacher has to give more knowledge about pronunciation to make the students able to pronounce the English correctly.

Meanwhile what makes this study different from the researches above is that this research about the pronunciation errors of silent letters in English words made by the students. This study aims to know the letters that commonly pronounced incorrect by the students, to know the causes and what should the students do to avoid pronunciation errors of silent letters. Some previous studies above researched about the teaching pronunciation using some aids to make the students able in mastery pronunciation well. The other studies analyze about the pronunciation errors but mostly they analyze the general kinds of pronunciation, like how to pronounce [th] in English and in what part mostly students make an error. So, the researcher believes that it is different from her research. She concerns on the students' errors in pronouncing silent letters. By analyzing silent letters she believes that if can give many advantages for learners to be aware of some letter that can make them misunderstanding with another speaker.