

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter explain about the result of observation to know the silent letters commonly pronounced incorrectly by students, the result of questionnaires to know the cause of students' errors in pronouncing silent letters, and the result of interview to know the teacher dealing with the pronunciation error in the class. Then finally at the end of this chapter the researcher discusses the findings of the data.

A. Research Findings

1. The result of Observation

To get the answer of research question number 1, the researcher had the observation in the class. The researcher observes twice for the observation class. In the first observation, the researcher joins the English class. She finds that the teacher always speaks English in the class. The teacher speaks well to make the students understand what she said. In the first meeting the teacher teaches about reading skill, the teacher asks the students to read some text in the text book. In the first observation, the researcher only got a few error words pronounced by students.

From the second observation, the researcher gives some picture cards to the students. The researcher asks the teacher to help her in doing the observation. The researcher distributes the picture cards to the students. At the first time, the teacher shows the students picture card to warm up their

vocabularies. Then the teacher chose some students to read what had been written in the picture cards. After that activity, the teacher gives all the students reading task. She asks the whole students to read the sentences in the paper in chain. The students had to read the sentences they had got. The students had to read it loudly. The aim of this activity is to accustom the students in pronouncing English. The researcher observes the learning process, and writes some error words pronounced by students. To support the data the researcher also records the voice of students when they read the sentences.

This table presents the result of students' errors on pronunciation of silent letters in English words made by the tenth grade students at SMAN 1 Wonoayu, Sidoarjo.

Table 4.1
Pronunciation error of silent letters in English words made by the students

No.	Letters	Words	Wrong pronunciation	Correct pronunciation
1.	[b]	Comb	/ kəumb/	/kəum/
2.	[b]	Doubtful	/daəbful/	/daʊtful/
3.	[c]	Scene	/ske:n/	/si:n/
4.	[e]	Isle	/isle/	/ail/
5.	[g]	Gnat	/gæt/	/næt/
6.	[g]	Gnome	/genəʊm/	/nəʊm/
7.	[k]	Knotted	/kenɒt.id/	/nɒt.id/
8.	[l]	Should	/ ʃəuld/	/ ʃʊd/
9.	[o]	Jeopardy	/dʒeopardi/	/dʒepedi/
10.	[p]	Pneumonia	/pnju:ˈməʊniə:/	/nju:ˈməʊniə:/
11.	[p]	Receipt	/rise:p/	/ri.si:t/
12.	[r]	Storm	/strom/	/stɔ:m/
13.	[s]	Isle	/isle/	/ail/

14.	[t]	Listen	/ˈlistn/	/ˈlisn/
15.	[u]	Guide	/guyed/	/gaid/
16.	[w]	Wrist	/wrist/	/rist/
17.	[w]	Wrap	/wræp/	/ræp/
18.	[w]	Wrinkle	/wriŋkl/	/ˈriŋkl/
19.	[w]	Wrench	/wrenʃ/	/renʃ/
20.	[w]	Wrong	/wrɒŋ/	/rɒŋ/
21.	[w]	Whole	/woʊəl/	/hoʊəl/
22.	[w]	Whom	/wu:m/	/hu:m/
23.	[w]	Whose	/wo:s/	/hu:z/
24.	[gh]	Bought	/bagh/	/bɑ:t/
25.	[gh]	High	/haig/	/hai/
26.	[gh]	Higher	/haigə/	/hai.ə/
27.	[gh]	Laugh	/laug/	/la:f/

Table 4.1 shows about the words that have silent letter and pronounced by the students. From column number 1 and 2 letter [b] in the word *comb* /kəʊm/ is silent and it takes in final position and it is pronounced by students /kəʊmb/, while the letter [b] in the word *doubtful* /daʊtful/ is also silent but it takes in the middle position and this word is pronounced by students /daʊbful/. For number 3, the word *scene* /si:n/ has the silent letter [s] in the middle position of the word after the letter [c], it is pronounced /ske:n/ by the students. For column number 4 and 13, the word *isle* /ail/ has two silent letters, the first is [s] that takes in the middle position and the second is [e] that takes in the final position of the word, and this word is pronounced /isle/ by the students.

For column number 5 and 6, the words *gnat* /næt/ and *gnome* /nəʊm/ has the same silent letter [g] and both of these words the silent letter take

initial letter and are followed by the letter [n]. The word *gnat* is pronounced /gæʔ/ by students and *gnome* is pronounced /genəʊm/ by the students. For number 7, letter [k] in the word *knotted* /nɒt.ɪd/ is silent and it takes in the initial position. Most of the English words that begin with the letter [k] and are followed by the letter [n] must be silent. For column number 8, the word *should* /ʃʊd/ has two silent letter. The first is [o] that takes in the middle position and [l] also takes in the middle position. This word is pronounced by students /ʃould/. For number 9, the word *jeopardy* /dʒepedi/ has two silent letters and both of them take in the middle position. Those are letter [o] and letter [r]. The students pronounced this word with /dʒeopardi/.

For column number 10 and 11, the words *pneumonia* /nju:ˈməʊniə:/ and *receipt* /ri.si:t/ has the same silent letter [p]. Both of them have the same silent letter but in different position, the word *pneumonia* the silent letter takes initial position while the word *receipt* takes in the middle position. For number 12, the letter [r] in the word *storm* /stɔ:m/ must be silent. It takes in the middle position. The students pronounced it with /strom/. For column number 14, the letter [t] in the word *listen* /ˈlɪsn/ must be silent. It takes in the middle position. The students pronounced it incorrectly /ˈlɪstn/. For number 15, the letter [u] in the word *guide* /gaid/ must be silent. It takes in the middle position.

For column number 16 until 23 have the same silent letter [w] that takes initial letter. Some English words that begin with letter [w] and are

followed by [r] or [h] must be silent. Letter [w] is followed by letter [r] : *wrist* /rist/, *wrinkle* /'rɪŋkl/, *wrap* /ræp/, *wrench* /renʃ/, *wrong* /rɒŋ/. Letter [w] followed by letter [h] : *whole* /hoʊl/, *whom* /hu:m/, *whose* /hu:z/.¹ Mostly students pronounced the word *wrinkle* with /wriŋkl/ and the word *whom* with /wo:s/. Column number 24 until 27 have the same silent digraph [gh]. The words *bought* /bɑ:t/ and *higher* /hai.ər/ have the same position of silent letter, it takes in the middle position. The word *high* /hai/ has the silent letter that takes in the final position. All those letters in the words must be silent. In addition, the letters [gh] in the word *laugh* /la:f/ is not silent but it changes with the sound [f], it takes in the final position. Most of students pronounced the word *laugh* with /laug/ and the word *bought* with /bagh/.

From table 4.1 the researcher got many letters in the words' silent letters pronounced incorrectly by the students. The researcher found 14 letters from 20 letters that might be categorized as silent letters. She also found 27 words that are pronounced incorrectly by students.

2. The result of Questionnaire

In the last of learning process the researcher distributes questionnaires to the students. The aim of this instrument is to know the causes of students' errors in pronouncing silent letters in English words. From the findings of the questionnaire the researcher does not use all the data but she reduces the data

¹ . A. S. Hornby, *Oxford Advanced Learners' Dictionary of Current English (Fifth Edition)*, New York: Oxford University Press, 1995.

that are not appropriate with the topic. Actually there are 15 questions used to know the response from the students, but in this analysis the researcher uses only 13 questions and reduce 2 questions.

The researcher counted the number of each respond type to know the proportion or result of each respond type. After getting the result of each respond type, the researcher measured and elaborated them to each indicator.

In this explanation, there are 13 questionnaires that is separated for each indicator and the analysis of each indicator.

Table 4.2
Students' responses to the number of difficulties in learning English
(For question number 1)

No.	Number of students				
	A	B	C	D	E
1.	-	17	11	-	2

This question shows the result that half of students often feel difficult in learning English; there are 17 students. 11 students seldom faced the difficulties in learning English. And only 2 students write their own opinion that sometimes they feel difficult in learning English.

Table 4.3
Students' responses to the number of difficulties in pronouncing English words,
because they are not the native speakers
(For question number 2)

No.	Number of students		
	A	B	Another answer
2.	22	8	-

Based on the result of second question, the researcher got that most of students feel difficult in pronouncing English words, there are 22 students stated “yes” for this question. They also write the reason why they feel difficult to pronounce them. The reasons are some English words are difficult to pronounce, spelling and the pronunciation are different, the students generally speak with their mother tongue, so speaking English is difficult for them. And only 8 students who do not feel difficult in pronouncing English words, the reason is because they have learnt pronunciation outside the school. In this question, the students add some reasons why they feel difficult in pronouncing English words. 2 students do not state their reasons. 7 students state that they can learn it by themselves. 2 students state they do not know the meaning of the words. 11 students state the written and the spelling is different. 7 students state that because English is not their native language.

Table 4.4
Students' responses to the frequency of teaching English pronunciation by the teacher
(For question number 3)

No.	Number of students				
	A	B	C	D	E
3.	10	17	1	-	2

The result shows that 17 students stated their teacher often teaches pronunciation in the class. 10 students stated that the teacher always teaches pronunciation in English lesson. 2 students write their own opinion that sometimes the teacher teaches pronunciation. And only 1 student stated that the teacher seldom teaches about pronunciation in the English lesson.

Table 4.5
Students' responses to the frequency of correction by the teacher to pronunciation errors in the class
(For question number 4)

No.	Number of students				
	A	B	C	D	E
4.	10	13	5	-	2

From this question, about half of students, 13 students answer the teacher often corrects the pronunciation in the class. 10 students answer that their teacher always corrects their incorrect pronunciation. And 5 students answer the teacher seldom corrects their incorrect pronunciation. And only 2 students answer the teacher sometimes corrects their incorrect pronunciation.

Table 4.6
Students' responses to the number of students trying to learn pronunciation
outside the school
(For question number 5)

No.	Number of students				
	A	B	C	D	E
5.	4	15	5	5	1

From this question, the result shows that half of students, 15 students stated sometimes they learn pronunciation outside the school. 5 students stated that they seldom learn about pronunciation outside the school. And also 5 students answer that they never learn pronunciation outside the school. The other 4 students answer that they often learn pronunciation outside the school. And only 1 students who write his own answer, that he learns pronunciation when watching western movies.

Table 4.7
Students' responses to the number of students trying to learn about
silent letters in English words
(For question number 6)

No.	Number of students				
	A	B	C	D	E
6.	-	11	13	4	2

The result shows that 13 students seldom try to learn about silent letters in English words. The other 11 students often learn about words with silent letters. And 4 students often try to learn about silent letter in English

words. And only 2 students write their response that they sometimes try to learn about them.

Table 4.8
Students' responses to the number of students bring dictionary in English lesson
(For question number 7)

No.	Number of students				
	A	B	C	D	E
7.	7	5	15	1	2

For this question, the researcher gets that half of students, 15 students seldom bring dictionary in English lesson. 7 students always bring dictionary in English lesson. The other 5 students often bring dictionary. And 1 student never bring dictionary in English lesson. And also 2 students write their answer that they do not bring the dictionary book but dictionary application in the mobile phone.

Table 4.9
Students' responses to the number of having students consulting the dictionary to know the correct pronunciation
(For question number 8)

No.	Number of students				
	A	B	C	D	E
8.	4	9	14	-	3

The result shows 14 students answer that they seldom consult the dictionary to know the correct pronunciation. The other 9 students often

consult the dictionary to know the correct pronunciation. 4 students always consult the dictionary to know the correct pronunciation. And only 3 students stated that they sometimes consult the dictionary to know the correct pronunciation.

Table 4.10
Students' responses to the number of students who has heard pronunciation of silent letters before
(For question number 10)

No.	Number of students				
	A	B	C	D	E
10.	13	5	10	2	-

This question shows the result that half of students, 13 students often heard about pronunciation of silent letters before. There are 10 students heard a little about pronunciation of silent letter before. And there are 5 students who sometimes heard about pronunciation of silent letters before. Only 2 students who are never hear about pronunciation of silent letters before.

Table 4.11
Students' responses to the number of students knowing letters in English words which might be silent
(For question number 11)

No.	Number of students		
	A	B	Another answer
11.	7	23	-

Result from this question, 23 students do not know how many letters in English words that might be silent. The reasons are the students do not pay attention well about the words they pronounce, and some students do not have rich vocabularies. Only 7 students who are know about some letters in English words that might be silent. They stated that they could learn which letter in the words that might be silent or not.

Table 4.12
Students' responses to the number of students knowing words that have silent letters
(For question number 12)

No.	Number of students		
	A	B	Another answer
12.	12	17	1

This question shows that half of students, 17 students do not know the words that consist of silent letters. They write some reasons why they do not know about it. The reasons are that they feel difficult to learn pronunciation and some students do not pay attention to them. The others 12 students answer that they know about the words which consist of silent letters. They stated that they could learn them from foreign movies, some of students understand about the words with silent letters. And only 1 student answers that he know some words that consist of silent letters.

Table 4.13
Students' responses to the number of students pronouncing incorrect when
pronouncing silent letters in English words
(For question number 13)

No.	Number of students				
	A	B	C	D	E
13.	1	20	4	-	5

Result from this question, half of students, 20 students often pronounces incorrectly when pronouncing silent letters in English words. The other 5 students write their own answer that they sometimes pronounce incorrectly. And 4 students seldom pronounce incorrectly. Only 1 student who always pronounces incorrectly when pronouncing silent letters in English words.

Table 4.14
Students' responses to the number of students who have ability
to differentiate the words which consist of silent letters
(For question number 14)

No.	Number of students		
	A	B	Another answer
14.	14	15	1

The result shows that 15 students can not differentiate which words consist of silent letters. The reasons because they do not learn about them and some students stated that to differentiate them is difficult. And 14 students can differentiate them. Some students said that they could differentiate the words

when they heard them, some students have learned about them with their teacher, and some students said they could differentiate just a little because it is difficult to differentiate. And only 1 student stated sometimes he can differentiate them.

3. The result of Interview

The researcher interviews the teacher related to the topic. This interview is unstructured interview, so the researcher can ask directly to the teacher without making interview checklist.

First, the researcher asks the teacher about her students' pronunciation. According to the teacher, some students are good and some students are low in pronunciation. The researcher can categorize 50% students are good in pronunciation and 50% students are low in pronunciation. Some students take English course outside the school, and they are good in pronunciation.

Second, she asks about how often the students pronounced English silent letters incorrectly. The teacher answers that her students often made error in pronouncing English words, especially the silent letters. They make error because English is not their native language.

Third, she asks the teacher if she taught the students about pronunciation independently. The teacher says, she does not teach the students pronunciation independently, but she combines with other skills. The teacher uses integrated skill to teach English. So, she usually combines the aspect of pronunciation with reading and writing skills.

Fourth, she asks how the teacher deals with the pronunciation errors especially in silent letters. The teacher says, she corrects directly when the students made error in pronouncing English words. Usually she shows them the correct pronunciation by repeating the wrong words made by students. She asks the students to open the dictionary when the students do not know the correct pronunciation or the meaning. The teacher always asks the students to bring dictionary in English lesson. Unfortunately some of them do not bring dictionary books but the dictionary application in mobile phone instead. The teacher also asks the students to learn more about English lesson.

The last, the researcher asks why the students often mispronounced in English words especially in silent letters. In her opinion, the big factor is because English is not their native language, so it makes the students difficult to pronounce English words correctly. The other factor is because when they were in junior high school they did not learn English seriously. Some students are not motivated to learn English seriously. And also some students are lazy to know the correct pronunciation in English words.

B. Discussion

The discussion is about the result findings explained:

1. The silent letters in English words commonly pronounced incorrectly by students

Based on the theory, there are several types of silent letters based on the difficulties in pronouncing the word. The researcher categorizes the result of observation list into some categories.

In this part, the researcher categorizes the letter on the words pronounced incorrectly by students into some categories. There are some types of silent letters, first auxiliary diagraph and dummy letters. Auxiliary diagraph is divided into two parts, Exocentric diagraph and Endocentric diagraph. Dummy letter is also divided into two parts, Inert letters and Empty letters.

Here the researcher tries to explain the types of silent letters in each word. This explanation is based on the table 4.1 in research findings.

The letter [b] in the word *comb* /kəʊm/² that takes in final position must be silent. This word is categorized as the Empty letter, because this letter never has sound in this word, and it comes after the letter [m]. In addition, the letter [b] which comes in final position in Indonesian language is not silently clearly pronounced. It must be one reason why the

². A. S. Hornby, *Oxford Advanced Learners' Dictionary of Current English (Fifth Edition)*, New York: Oxford University Press, 1995, p.222

students pronounce the word incorrectly, because in their native language the letter [b] is pronounced clearly.

The letter [b] in the word *doubtful* /daʊtful/³ that takes in middle position must be silent. This word is categorized as an Empty letter, because this letter never has sound in this word, and it takes before the consonant letter [t]. In addition, the letter [b] that takes in middle position in Indonesian language is pronounced clearly and not silent. Based on the theory, there are some factors that affect students in pronouncing English words; the reasons are because the native language uses Roman alphabet, native language uses non-alphabetic system.⁴ In Indonesian word, the structure of the letter is different from English. In Indonesian word structure, consonant rarely comes after another consonant or vowel comes after another vowel. For example, in Indonesian word *gubuk* /gubuk²/ the structure of the letters is consonant, vowel, consonant, vowel, and consonant. While in English word *doubtful* has letter structure as consonant, double vowels, triple consonants, vowel, and consonant. It is very different from Indonesian, it makes the students confused to pronounce English words.

³ . A. S. Hornby, *Oxford Advanced Learners' Dictionary of Current English (Fifth Edition)*, New York: Oxford University Press, 1995, p.348

⁴ . Kenworthy, J, *Teaching English Pronunciation, Longman Handbook for Language Teachers*, Longman Publishing, 1987, p.97

The letter [c] in the word *scene* /si:n/ must be silent. It takes in the middle position after the letter [s] and before the letter [e]. This letter is categorized as the Empty letter, because the letter [c] in this word never has sound. About 90% students pronounce incorrectly in this word. Most of them pronounce the word *scene* /si:n/ with /ske:n/.⁵ Their native language cause them pronounce English incorrectly.

The letter [s] and [e] in the word *isle* /ail/⁶ must be silent. This word has two silent letters. The first is the letter [s] that takes in the middle position and the second is the letter [e] that takes in final position. These letters are categorized as the Empty letters, because these letters never have sound in this word. Some students pronounce it with /isle/. By pronouncing incorrectly, it can make misunderstanding, moreover it can give different meaning to the listeners.

The letter [g] in the word *gnat* /næt/⁷ that takes in the initial position and is followed by the letter [n] must be silent. This word is categorized as an Empty letter, because this letter never has sound in this word. Most of English words with the initial letter [g] and are followed by the letter [n] must be silent. The way to pronounce is directly pronounced the second letter after the letter [g].

⁵ . A. S. Hornby, *Oxford Advanced Learners' Dictionary of Current English (Fifth Edition)*, New York: Oxford University Press, 1995, p.1048

⁶ . *Ibid*, p.632

⁷ . *Ibid*, p.504

The letter [g] in the word *gnome* /nəʊm/ that takes in the initial position and is followed by the letter [n] must be silent. This word is categorized as the Empty letter, because this letter never has sound in this word. Most of the English words with the initial letter [g] and are followed by the letter [n] must be silent. The way to pronounce is directly pronounced the second letter after the letter [g]. It is the same as the letter [g] in the word *gnat* that has been explained before. Some students pronounce the word *gnome* /nəʊm/with /genəʊm/.⁸

The letter [k] in the word *knotted* /nɒt.id/⁹ that takes in the initial position and is followed by the letter [n] must be silent.¹⁰ This word is categorized as the Empty letter, because this letter [k] never has sound in this word. Most of the English words with the initial letter [k] and are followed by the letter [n] must be silent. The way to pronounce is directly to pronounce the second letter after the letter [k]. The way to pronounce is the same as the letter [g] that has been explained before, but they have different initial letters and also different word and meaning.

The word *should* /ʃʊd/¹¹ has two silent letters, they are letter [o] that takes in the middle position and also letter [l] in the middle position. This

⁸ . A. S. Hornby, *Oxford Advanced Learners' Dictionary of Current English (Fifth Edition)*, New York: Oxford University Press, 1995, p.505

⁹ . *Ibid*, p. 655

¹⁰ . Kenworthy, J, *Teaching English Pronunciation, Longman Handbook for Language Teachers*, Longman Publishing, 1987, p.96

¹¹ . Hornby, *op.cit*, p.1091

word also has different type of silent letters. The first the letter [o] that is followed by letter [u] is categorized as the Endocentric diagraph, because the sound of the letter [o] is the same as the following letter [u]. The second is the letter [l] that also takes in the middle position is categorized as the Empty letter, because the letter [l] never has sound in this word.

The word *jeopardy* /dʒepedi/¹² has two silent letters, they are letter [o] that takes in the middle position and also letter [r] in the middle position. This word also has different type of silent letters. The first the letter [o] that comes after the letter [e] is categorized as the Endocentric diagraph, because the sound of the letter [o] is the same as the letter [e]. The second is the letter [r] that also takes in the middle position is categorized as the Empty letter, because the letter [r] never has sound in this word.

The letter [p] in the word *pneumonia* /nju:ˈmæʊniə:/¹³ that takes in the initial position and is followed by the letter [n] must be silent. This word is categorized as the Empty letter, because this letter [p] never has sound in this word. The way to pronounce is directly pronounced the second letter [n]. The way to pronounce is the same as the letter [k] which has been explained before, but they have different initial letters and also different words and meanings.

¹² . A. S. Hornby, *Oxford Advanced Learners' Dictionary of Current English (Fifth Edition)*, New York: Oxford University Press, 1995, p.638

¹³ . *Ibid*, p.889

The letter [p] in the word *receipt* /ri.si:t/ must be silent. It takes in the middle position before the last letter [t]. This word is categorized as the Empty letter, because the letter [p] in this word is silent. The students pronounce this word *receipt* /ri.si:t/ as /rise:p/.¹⁴ The different structure of letters in Indonesian and English syllables makes the students difficult to pronounce English words correctly, especially the words which have silent letters.

The letter [r] in the word *storm* /stɔ:m/ must be silent. It takes in the middle position after the letter [o]. This word is categorized as the Empty letter, because the letter [r] never has sound in this word. The students pronounce this word *storm* /stɔ:m/ as /strom/.¹⁵ The students might be confused whether they must pronounce the letter [o] or the letter [r] first.

The letter [t] in the word *listen* /'lɪsn/¹⁶ must be silent. This letter takes in the middle position of the word. This word is categorized as the Empty letter, because the letter [t] in this word never has sound. It is different from Indonesian, because in Indonesian, letter [t] is commonly sounded.

The word *guide* /gaid/¹⁷ has two silent letters. The first is the letter [u] in the middle position and the letter [e] in the final position. The letter [u] that comes before letter [i] is categorized as the Endocentric diagraph,

¹⁴ . A. S. Hornby, *Oxford Advanced Learners' Dictionary of Current English (Fifth Edition)*, New York: Oxford University Press, 1995, p.971

¹⁵ . *Ibid*, p.1177

¹⁶ . *Ibid*, p.687

¹⁷ . *Ibid*, p.529

because letter [u] in this word has the same sound with the letter [i]. And letter [e] in the final position is categorized as the Empty letter, because the letter [e] in this word never has sound.

The letter [w] in the word *wrist* /rist/¹⁸ must be silent. This letter takes in the initial position before the letter [r]. This word is categorized as the Empty letter, because the letter [w] in this word never has sound. Most of English words with the initial letter [w] and are followed by the letter [r] or [h] must be silent. The way to pronounce is directly to pronounce the second letter after [w], but some students pronounce this word as /wrist/.

The letter [w] in the word *wrap* /ræp/¹⁹ must be silent. This letter takes in the initial position before the letter [r]. This word is categorized as the Empty letter, because the letter [w] in this word never has sound. The way to pronounce is directly to pronounce the second letter after [w], but some students pronounce this word as /wræp/. This word has the same category as the word *wrist* that has been explained before.

The letter [w] in the word *wrinkle* /'rɪŋkl/²⁰ must be silent. This letter takes in the initial position before the letter [r]. This word is categorized as the Empty letter, because the letter [w] in this word never has sound.

¹⁸ . A. S. Hornby, *Oxford Advanced Learners' Dictionary of Current English (Fifth Edition)*, New York: Oxford University Press, 1995, p.1382

¹⁹ . *Ibid*, p.1380

²⁰ . *Ibid*, p.1382

The way to pronounce is directly to pronounce the second letter after [w], but some students pronounce this word as /wriŋkl/.

The letter [w] in the word *wrench* /rentʃ/²¹ must be silent. This letter takes in the initial position before the letter [r]. This word is categorized as the Empty letter, because the letter [w] in this word never has sound. The way to pronounce is directly to pronounce the second letter after [w], but some students pronounce this word as /wrentʃ/.

The letter [w] in the word *wrong* /rɒŋ/²² must be silent. This letter takes in the initial position before the letter [r]. This word is categorized as the Empty letter, because the letter [w] in this word never has sound. The way to pronounce is directly to pronounce the second letter after [w], but some students pronounce this word as /wrɒŋ/.

The letter [w] in the word *whole* /hool/²³ must be silent. This letter takes in the initial position before the letter [h]. This word is categorized as the Empty letter, because the letter [w] in this word never has sound. Most of English words with the initial letter [w] and are followed by the letter [h] or [r] must be silent. The way to pronounce is directly to pronounce the second letter after [w], but some students pronounce this

²¹ . A. S. Hornby, *Oxford Advanced Learners' Dictionary of Current English (Fifth Edition)*, New York: Oxford University Press, 1995, p.1381

²² . *Ibid*, p.1383

²³ . *Ibid*, p.1361

word as /wohool/. By pronouncing the word incorrectly, the students can make misunderstanding among the speakers and listeners.

The letter [w] in the word *whom* /hu:m/²⁴ must be silent. This letter takes in the initial position before the letter [h]. This word is categorized as the Empty letter, because the letter [w] in this word never has sound. The way to pronounce is directly to pronounce the second letter after [w], but some students pronounce this word as /wu:m/. By pronouncing the word incorrectly, the students can give different perception of meaning among the listeners.

The letter [w] in the word *whose* /hu:z/²⁵ must be silent. This letter takes in the initial position before the letter [h]. This word is categorized as the Empty letter, because the letter [w] in this word never has sound. The way to pronounce is directly to pronounce the second letter after [w], but some students pronounce this word as /wo:s/. By pronouncing the word incorrectly, the students can give different perception of meaning among the listeners.

The diagraph [gh] in this word *bought* /ba:t/ must be silent. This diagraph takes in the middle position of the word. These words are categorized as the Silent diagraph the same as Empty letters, but in this problem there are two letters, so the researcher categorize it with silent

²⁴ . A. S. Hornby, *Oxford Advanced Learners' Dictionary of Current English (Fifth Edition)*, New York: Oxford University Press, 1995, p.1362

²⁵ . *Ibid*, p.1363

diagraph. These letters are categorized as the silent diagraph because this diagraph never has sound in this word. Most of students pronounce incorrect in this word *bought* /bɑ:t/,²⁶ they pronounce it with /bagh/.

The words *high* /hai/ and *higher* /hai.ər/²⁷ have the silent diagraph [gh], but these words have different position of silent diagraph. The first the word *high* /hai/ the diagraph [gh] takes in the final position of the word. However, the word *higher* /hai.ər/ the diagraph [gh] takes in the middle position of the word. Some students pronounce the word *high* /hai/ as /haig/. And some students pronounce the word *higher* /hai.ər/ by pronouncing the silent diagraph /haigər/.

The last word *laugh* /la:f/²⁸ also has the silent diagraph [gh]. It takes in final position of the word. This diagraph is silent but it changes into the sound [f] /la:f/.²⁹ Some students pronounce it incorrect. They pronounce the word *laugh* /la:f/ by pronouncing the diagraph /laug/.

From those explanations of each word, the researcher categorizes those words into some types of silent letters based on her analysis:

²⁶ . A. S. Hornby, *Oxford Advanced Learners' Dictionary of Current English (Fifth Edition)*, New York: Oxford University Press, 1995, p.128

²⁷ . *Ibid*, p.560

²⁸ . *Ibid*, p.666

²⁹ . Kenworthy, J, *Teaching English Pronunciation, Longman Handbook for Language Teachers*, Longman Publishing, 1987, p.95

Table 4.15
Classifications of words based on the types of silent letters

No.	Types of silent letters	Words
1.	Exocentric diagraph	<i>Laugh</i>
2.	Endocentric diagraph	<i>Jeopardy, Should, Guide</i>
3.	Inert letter	-
4.	Empty letter	<i>Comb, Doubtful, Scene, Gnome, Gnat, Jeopardy, Pneumonia, Should, Knotted, Receipt, Storm, Listen, Isle, Wrist, Wrap, Wrinkle, Wrench, Wrong, Whole, Whom, Whose</i>
5.	Silent diagraph	<i>Bought, Higher, High</i>

From those result, the researcher finds 1 word that is categorized as the Exocentric diagraph. The students mispronounce in pronouncing the word *laugh* /la:f/. She finds 3 words *should* /ʃʊd/, *Jeopardy* /dʒepedi/, and *guide* /gaid/ that are categorized as the Endocentric diagraph. She does not find the students' making error in the words that are categorized as the Inert letters. The inert letter is the letter which is sounded in cognate letter, for example *sign* /sain/ sounded in cognate as *signal* /'signəl/. This comes because most of students know how to pronounce kind of those words. The researcher finds many students who make error in pronouncing English words that are categorized as the Empty letters. Empty letters are letters which never have sound, e.g. [w] in *answer*

/ˈɑːnsə(r)/, [h] in *hour* */ˈəʊə(r)/*, [s] in *island* */ˈaɪlənd/*. These present the greatest difficulty to writers and often to readers.³⁰ The researcher finds 21 words pronounced error by the students, which are categorized as the empty letters. And she also finds 3 words pronounced error by students that are categorized as the silent diagraph.

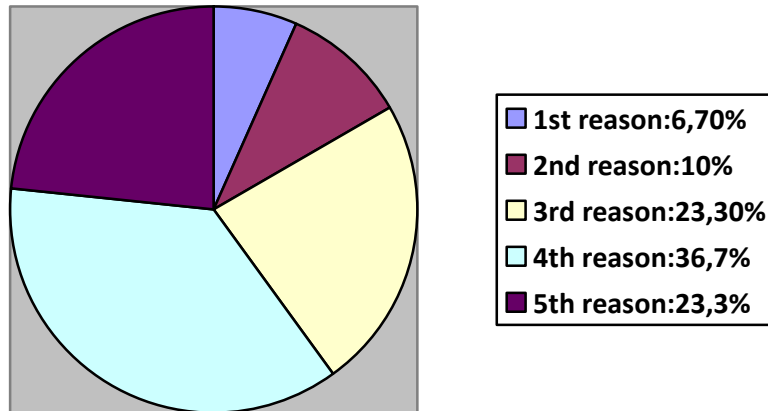
From those explanations, the researcher comes to the conclusion that letter [w] as initial letter is the letter which is commonly pronounced incorrectly by students. There are 8 students that pronounced incorrectly in pronouncing letter [w]. And also diagraph [gh], there are 4 students who make error in pronouncing silent diagraph [gh].

2. The causes of students' making error in pronouncing silent letters

After distributing questionnaires the researcher got the result about the causes of students' making error in pronouncing silent letters in English words. From questionnaire the researcher categorizes them into four parts: question number 1 and 2 are related to the causes of native language, question number 3 and 4 are related to the pronunciation lesson, question number 5 until 8 are related to the motivation of students, and question number 10 until 14 are related to the students' knowledge about silent letters.

³⁰ . Edward Carney, *A Survey of English Spelling*, London and New York: Routledge, 1994

Chart 4.1
The respons of students about learning pronunciation



From the question number 1 and 2 the researcher finds out the students often feel difficult in English lesson, most of them also feel difficult in pronouncing English words. The causes is English is not their native language.³¹ Based on the result of the chart 4.1 the first reason which is stated by 6,7% students is that they feel pronouncing english is difficult because they do not know the meaning of each words, when they pronounced the words incorrect. The second reason which is stated by 10% students is that they do not write their reasons why they feel difficult in pronouncing english words. The third reason which is stated by 23,3% students is that they do not feel difficult in learning and pronouncing english words because they have learn it in the english course, and some

³¹ . Kenworthy Joanne, *Teaching English Pronunciation (Longman Handbook for language teachers)*, Longman Publishing, 1987, p. 4

state that they can learn by themselves. The fourth reason which is stated by 36,7% students is that they feel pronouncing English is difficult because the spelling and pronunciation are different, it makes the students confused how to pronounce the word correctly. The last reason which is stated by 23,3% of students is that English is not only their native language but also English is International language, so they find it is difficult to learn and pronounce English correctly.

From question number 3 and 4 the researcher concludes that the teacher often corrects their pronunciation in the class. The teacher also teaches them about pronunciation even though not independently. For question number 5 until 8 the researcher sees the cause why the students often make errors in pronunciation. It is because their motivation to learn English. The result of questionnaires shows that half of students seldom bring dictionary in English lesson, they also seldom try to speak English to their friends, and they also seldom try to learn about pronunciation. The common problem is because they do not pay attention well when pronouncing English words. Those reasons are the basic why students make errors in pronunciation. If they have strong motivation to learn and pronounce English, they will avoid wrong pronunciation when they talk to the others. And for the question number 10 until 14 the researcher concludes that most of students ever heard about pronunciation of silent letters, but they also feel difficult to pronounce them correctly. Some

students think that written English is different from the pronunciation, so they find it difficult to pronounce correctly. Some students do not pay attention to the words with silent letters, so commonly they will make errors in pronouncing the English words. Many students stated that they often pronounce silent letters incorrectly in English words. From those result the students should increase their knowledge about silent letters in English words to avoid mispronunciation.

3. The way of teacher in dealing with pronunciation errors of the students in silent letters

The researcher makes the result from the observation in order to know how the teacher deals with the students' pronunciation errors in pronouncing silent letters. The teacher always corrects students' pronunciation when they make errors in the class. The teacher always reminds the student directly when they pronounce English incorrectly. Based on the theory by Kelly in chapter 2, in correcting the errors of students the teacher should point to the students what's going on.³² It means that the teacher should show the students how to pronounce the error words correctly. The teacher also has to help them how to produce the words.

³² . Gerald, Kelly, *How to teach Pronunciation*, (series editor: Jeremy harmer), Logman, 2000, p.1

The teacher shows the students the correct pronunciation when the students make error in pronunciation. The teacher asks the students to repeat the wrong pronunciation after she pronounces the word. She also asks the students to consult the dictionary. The teacher always asks the students to bring dictionary books in English lesson, but just a few students who bring dictionary books to school. Unfortunately, most students do not bring dictionary books but dictionary application in the mobile phone instead. According to the students, bringing dictionary application in the mobile phone is easier for them. The teacher does not teach pronunciation independently because she teaches English as integrated lesson. Sometimes she also gives the students knowledge about silent letter in English words. The aim is to make the students aware and avoid pronouncing incorrectly in English words, especially pronouncing silent letters.