A THESIS

ANALYSIS STUDENTS' ERROR IN PRONUNCING SILENT LETTER AT THE SECOND SEMESTER OF ENGLISH DEPARTMENT AT IAIN PAREPARE

BY

ISNAWATI

REG NUM. 17.1300.110

ENGLISH EDUCATION PROGRAM

TARBIYAH FACULTY

STATE ISLAMIC INSTITUTE (IAIN)

PAREPARE

2024

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Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S. Pd.)

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SUPERVISORY COMMISSION APPROVAL

The Title of Skripsi	:	Analysis Students' Error in Pronuncing Silent Letter at The Second Semester of English Department at Iain Parepare
Name of the Student	:	Isnawati
Reg. Number	:	17.1300.110
Study Program	:	English Program
Faculty	:	Tarbiyah
Basis for Supervisor Determination	:	Dean of the Faculty of Tarbiyah Decree Number: 3104 Year 2021

Approved By:

Principal Supervisor	:	Kalsum, M.Pd (.....)
EIN	:	198609262023212030
Co- Adviser	:	Munawir, M.Pd. (.....)
EIN	:	19880930202311016

Knowing:
Dean of the Faculty of Tarbiyah

Dr. Zulfah, M.Pd.
EIN. 19830420 200801 2 010

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APPROVAL OF THE EXAMINING COMMISSION

Name of the Student	:	Isnawati
The Title of Skripsi	:	Analysis Students' Error in Pronuncing Silent Letter at The Second Semester of English Department at Iain Parepare
Reg. Number	:	17.1300.110
Faculty	:	Tarbiyah
StudyProgram	:	English Program
Basis for Assigning Examiners	:	B.3029/In.39/FTAR.01/PP.00.9/07/2024
Date of Graduation	:	July 26th 2024

Approved by:

Kalsum, M.Pd.	(Chair)	(.....)
Munawir, M.Pd.	(Secretary)	(.....)
Dr. Zulfah, M.Pd.	(Member)	(.....)
Muh. Yusuf, M.Pd.	(Member)	(.....)

Knowing:
Dean of the Faculty of Tarbiyah

Dr. Zulfah, M.Pd.
EIN. 19830420 200801 2 010

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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيْم

الْحَمْدُ لِلّٰهِ رَبِّ الْعٰلَمِيْنَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِيْنَ، نَبِيِّنَا مُحَمَّدٍ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِيْنَ أَمَّا بَعْدُ

The researcher would like to express her gratitude to the God Allah SWT. to be the one transcendent creator, lord and master of all that it, who has given the researcher good health, blessing, mercy and finish the thesis. Shalawat and salam to the prophet Muhammad saw. Peace be upon him. Who has guided us from uneducated person to be educated person.

The researcher wants to thank a lot to all people who have supported and helped her. She realized that without their support and help, she could not be able to finish this thesis. In this opportunity, the researcher would like to express especially thanks to her beloved parents ABD Halim and Juria who have given endless love, advice, support and pray to God for writer's success.

The researcher's high appreciation and profusely sincere thanks are due to Kalsum, M.Pd. as the first consultant and Munawir, M.Pd. as the second consultant who have patiently guided and given their construction suggestion, motivated and corrected to the researcher for finishing this thesis.

Besides, the researcher would also deliver special thanks to:

1. Prof. Dr. Hannani, M.Ag. as the Rector of IAIN Parepare who has worked hard to manage education at IAIN Parepare.
2. Dr. Zulfah, M.Pd. as Dean of Tarbiyah Faculty IAIN Parepare, who has arranged a positive education for the students in the Faculty of Tarbiyah.

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3. Kalsum, M.Pd. as the chairman of English Program for the fabulous serving to the students.
4. Students of the English Department at the second semester in the process in conducting reasearch.
5. The researcher's best friends, Nurhikmah Mahmud who always give their support and encouragement as well as their help for finishing this research.

Finally, the researcher realizes that this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for her to get critiques and suggestions to make this thesis better. Hopefully, this thesis will be useful for all of us and for the development of English teaching and learning. Aamiin.

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DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

The researcher who signed the declaration below:

Name of the Student	:	Isnawati
Reg. Number	:	17.1300.110
Place and Date of Birth	:	Parepare, October 7th 1998
Study Program	:	English Program
Faculty	:	Tarbiyah
The Title of Skripsi	:	Analysis Students' Error in Pronuncing Silent Letter at The Second Semester of English Department at Iain Parepare

Stated this thesis was her own writing and if it can be proved that it was copied, duplicated or complied by any other people, this thesis and the degree has been gotten would be postponed.

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ABSTRACT

ISNAWATI. *Analysis Students' Error in Pronuncing Silent Letter at The Second Semester of English Department at Iain Parepare* (supervised by Kalsum and Munawir).

This research was conducted based on a phenomenon observed at the university, where students had difficulty pronouncing English words, particularly those with silent letters. Therefore, this thesis focuses on analyzing errors in pronouncing silent letters. The aims of this research were to classify the types of errors students made in pronouncing silent letters and to count the total number of errors.

The research was conducted using a descriptive qualitative and quantitative analysis data. The subjects were second-semester students from the English Department at IAIN Parepare, with a sample consisting of 20 students. For data collection, students were asked to pronounce words containing silent letters and record their voices using voice notes sent via WhatsApp.

The results of the research showed four types of errors: omission, addition, misformation, and misordering. The total number of errors was 238. The most common errors were additions, accounting for 120 items or 50% of the total errors, followed by misformations with 81 items or 34%, omissions with 20 items or 8%, and misorderings with 17 items or 7%, the lowest category. These classifications were based on the surface strategy taxonomy according to Dulay's theory.

Keyword: *Error Analysis, Pronunciation, Silent Letter, Surface Taxonomy.*

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CHAPTER I
INTRODUCTION

A. Background

English language proficiency is a fundamental skill for students pursuing higher education and career prospects in an increasingly globalized world. Proficient communication in English encompasses various aspects, with pronunciation playing a pivotal role in effective and intelligible language use. For students enrolled in the English Department at IAIN Parepare, the ability to pronounce English words accurately is not only an academic necessity but also an essential skill for their future roles as educators, translators, diplomats, and professionals in various fields.

IAIN Parepare, located in kota Parepare, is dedicated to providing high-quality education, including English language instruction, to its diverse student body. As students progress through their English language studies, they inevitabl encounter numerous linguistic challenges. Among these challenges, the correct pronunciation of words containing silent letters has been identified as a particularly intricate aspect of English phonology.

Silent letters are those letters within words that are not pronounced when spoken. These letters often defy phonetic rules and conventions, making their pronunciation less intuitive for ESL learners. Examples include the silent "k" in *"knight"*, the silent "p" in *"psychology"*, and the silent "b" in *"debt"*. When students

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mispronounce words containing silent letters, it can hinder effective communication and potentially affect their confidence in using English.[1]

While ESL pronunciation research has made significant strides in addressing various phonological aspects, there is a notable gap in the literature concerning the mispronunciations and errors made by students when confronted with words containing silent letters. This gap is particularly significant in the context of IAIN Parepare and its English Department. The existing body of research in ESL pronunciation has predominantly focused on segmental features, such as vowel and consonant sounds, stress patterns, and intonation.[2] While these areas are undeniably critical for pronunciation, the specific challenges posed by silent letters have received limited attention.

The gap in research is underscored by the fact that students in the English Department at IAIN Parepare, like ESL learners worldwide, encounter silent letters regularly in their reading and writing tasks. Yet, there is a scarcity of research that systematically examines the patterns of errors, factors contributing to these errors, and the impact of these errors on overall intelligibility among this student population. This thesis proposal introduces a novel research endeavor aimed at bridging the existing gap in ESL pronunciation research by focusing on the intricate and often overlooked area of silent letters.

[1] Ali Mohammed Saleh Al-Hamzi dan Lilla Musyahda, "Common Errors Identification in Pronouncing Silent Letters in English Words by EFL Novices," *PAROLE: Journal of Linguistics and Education* 12, no. 1 (2022): 36–49, https://doi.org/10.14710/parole.v12i1.36-49.

[2] A K M Mazharul Islam, "Major phonemic problems of Bangladeshi learners of English: Reasons behind and solutions," *ELT Forum: Journal of English Language Teaching* 10, no. 1 (2021): 30–39, https://doi.org/10.15294/elt.v10i1.45061.

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Based on the explanation above the researcher is interested in conducting research by the title "*Analysis Students' Error in Pronuncing Silent Letter at The Second Semester of English Department at Iain Parepare*."

B. Research Questions

Following the information provided in the background, a research question arises that will be explored in this study.

1. What are the types of error that made by students in pronouncing English silent letter?
2. How many percentage errors made by students in pronouncing English silent letter?

C. Objective of Research

Based on the problem statement above, the purpose of this research, the researcher tries to an error analyse the error of students' pronunciation silent letter.

1. To systematically identify and categorize the types of errors made by second-semester students in pronouncing English silent letters at IAIN Parepare.
2. To quantitatively assess and determine the percentage of errors made by students when pronouncing English silent letters, providing a comprehensive overview of the prevalence of these errors.

D. Significances of the Research

1. Theoretical Significance

This research contributes to the theoretical understanding of pronunciation, phonology, and language acquisition. It advances these theories by exploring the specific challenges posed by silent letters in English and shedding light on how

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ESL learners acquire and internalize pronunciation rules. Additionally, it may influence pedagogical theories by suggesting context-specific approaches to language instruction.

2. Practical Significance

a. For the teachers

Enhanced Instruction: Teachers can benefit from the findings by gaining insights into the specific challenges students face when pronouncing silent letters. This knowledge allows them to design more effective and tailored pronunciation instruction, incorporating strategies to address common errors related to silent letters.

Improved Teaching Materials: The research can lead to the development of better teaching materials that explicitly target silent letter pronunciation. Teachers can integrate these materials into their curriculum to facilitate more focused and productive pronunciation practice.

Increased Confidence: Equipped with pedagogical recommendations from the research, teachers can foster greater confidence among students in their pronunciation skills, creating a positive learning environment.

b. For the students

Enhanced Pronunciation Skills: Students stand to benefit directly from improved pronunciation instruction. As they gain a better understanding of how to correctly pronounce words with silent letters, their overall pronunciation skills improve, leading to clearer and more confident communication in both academic and real-life contexts.

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Increased Intelligibility: Improved pronunciation enhances students' intelligibility, ensuring that their spoken English is readily understood by native and non-native speakers alike. This can be particularly advantageous for their academic and future professional endeavors.

c. For the researchers

Contribution to Knowledge: The research contributes to the body of knowledge in the field of applied linguistics, specifically in the area of ESL pronunciation. Researchers can build upon the findings to explore related topics and further refine theories related to pronunciation, phonology, and language acquisition.

Foundation for Future Research: The research provides a foundation for future studies on silent letter pronunciation and related topics. Researchers can use the methodology and insights from this study as a starting point for more in-depth investigations.

Professional Development: Engaging in this research can also lead to professional development opportunities for researchers, including conference presentations and publications, which can further advance their careers in academia and research.

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CHAPTER II
REVIEW OF RELATED LITERATURE

A. Previous Research Findings

In this section, the researcher introduces prior studies that have relevance to the current research. Several researchers have previously explored the topic of 'An Error Analysis of Students' Pronunciation of Silent Letters.' Prior to the commencement of this study, the researcher aligns the current investigation with these earlier research efforts, identifying commonalities that inform the literature review.

The first is from a study titled "Error Analysis of Silent Letters and Its Relevance to the Teaching of English" by Widya Astuti, Hasan Basri, Anshari Syafar, and Aminah Suriaman. This study examines pronunciation mistakes produced by first-year Tadulako University English Education Study Program students while pronouncing words in the English language that contain silent letters. This study employed qualitative descriptive studies as its technique. Purposive sampling strategies were employed to choose a sample of 37 students, one class from five concurrent classes was specifically chosen as a study participant. A questionnaire, in-depth interview, and test were used to gather data. Three categories of pronunciation mistakes were observed to be often committed by students in this study: pre-systematic, systematic, and post-systematic. Systematic errors are the most common kind of pronunciation errors made by pupils. The data shows that 21 pupils fell between the range of 31% and 70% of the mistake rate. Post-systematic errors come next, with nine pupils making mistakes in the 0%–30% range. The last type of error made by the pupils was pre-systematic, with errors ranging from 71% to 100%. The researcher comes to the conclusion that the impact

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of other languages, their mother tongue or first language, caused the pupils to make an interference mistake. Students' pronunciation of English words with silent letters was impacted by their first language acquisition, which included dialect, accent, and culture.[3]

The second study was taken from Sadia Shakoor, Samina Sarwat, Muhammad Imran, Khuram Shahzad with the research entitled by Identifying the Pronunciation Errors Due to Silent Letters Committed by ESL Learners in Pakistan: A Case Study. In this paper it is discussed that how pronunciation errors occur among students due to silent letters in English language. It investigates the types of errors learners make. The study involved twenty students selected from the elementary level of public schools. Utilizing both qualitative and quantitative research methods, this descriptive study employed a reading test to gather data. The test included 30 underlined words containing silent letters, and students' readings were recorded for analysis. Because the learners were unfamiliar with the rules governing silent letters in English, they attempted to read the words as they are written. The findings reveal that students made pre-systematic errors, indicating a need for familiarizing them with basic rules about silent letters. It is essential to make students aware that English words are not always pronounced as they are spelled.[4]

Last study found was from Brigitta R and Yohana W with the research entitled an analysis of silent consonants in the second semester students' pronunciation. The

[3] Widya Astuti et al., "Error Analysis of Silent Letters and Its Relevance to the Teaching of English," *Proceedings of the 5th International Conference on Arts Language and Culture (ICALC 2020)* 534, no. 534 (2021): 153–58, https://doi.org/10.2991/assehr.k.210226.061.

[4] Sadia Shakoor, Dr. Samina Sarwat, dan Dr. Muhammad Imran, "Identifying the Pronunciation Errors due to Silent Letters committed by ESL learners in Pakistan: A Case Study Identifying the Pronunciation Errors Due to Silent Letters Committed," no. July (2021), https://www.researchgate.net/publication/355170068.

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results indicated that three silent consonants, which should not be pronounced, were incorrectly pronounced by the second semester students. These consonants are /l/, /s/, and /b/. The reasons for these errors include differences in language accents, vocabulary comprehension, and the inconsistency of English pronunciation. Additionally, the researchers gathered information on the students' awareness of pronunciation, their familiarity with silent consonants, and their understanding of phonetic transcription. The study's implications and suggestions are aimed at English language learners, teachers, lecturers, and future researchers to improve the teaching and learning methods of pronunciation.[5]

In line with the research focus 'An Error Analysis of Students' Pronunciation of Silent Letters at the Second Semester of English Department at IAIN Parepare,' this study distinguishes itself from previous research endeavors. While earlier studies primarily engaged in statistical analysis, this research adopts a targeted approach. It systematically identifies and categorizes the diverse types of errors made by second-semester students at IAIN Parepare when pronouncing English silent letters. Furthermore, it quantitatively assesses these errors to determine their prevalence, offering a comprehensive overview of the percentage of errors made by the students.

Moreover, this study goes beyond statistical analysis. It delves into the intricate factors contributing to errors in the pronunciation of silent letters among students. These factors encompass diverse linguistic backgrounds, levels of exposure to English, and teaching methods employed. By providing a nuanced understanding of

[5] Brigitta Rosemarie dan Yohana Veniranda, "An Analysis of Silent Consonants in The 2nd Semester Students' Pronunciation," *LLT Journal: Journal on Language and Language Teaching* 25, no. 1 (2022): 350–58, https://doi.org/10.24071/llt.v25i1.4249.

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the sources of these errors, the research aims to furnish educators at IAIN Parepare with practical insights that can inform tailored strategies to enhance students' pronunciation proficiency in English, specifically concerning silent letters.

B. Some Pertinent Ideas

1. Phonology

a. Phonology

Phonology studies the sound system of language. In phonology, we discuss how sounds are produced and ordered in spoken speech. It also covers how sounds are arranged to make words or syllables.[6] Carr provides a similar definition, characterizing phonology as the exploration of sound systems present in human languages.[7] The primary objective of phonology is to scrutinize language sounds as cognitive units and to investigate their roles within grammar. While both phonetics and phonology are concerned with the sound structure of language, they differ in their objectives and analytical approaches.

According to Ken Lodge, phonology involves the study of linguistic systems, particularly how sounds convey differences in meaning within a language.[8] While the study of phonetics focuses on the synthesis, perception, and creation of sounds.[9]

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[6] Soenjono Dardjowidjojo, *English Phonetics And Phonology*, 1st ed. (Jakarta: Yayasan Obor Indonesia, 2009).

[7] Philip Carr, *A Glossary Of Phonology* (Edinburgh: Edinburgh University Press, 2008).

[8] Ken Lodge, *A Critical Introduction to Phonetics* (New York: Continuum International Publishing Group, 2009).

[9] Soenjono Dardjowidjojo, *English Phonetics And Phonology*, 1st ed. (Jakarta: Yayasan Obor Indonesia, 2009).

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From various opinions on phonology, the researcher concludes that phonology is a branch of linguistics that studies the sound systems in a language and how these sounds are produced, organized, and play a role in forming words and conveying meaning. This is different from phonetics, which focuses more on the physical properties of sounds. Studying phonology is very important in everyday life, especially in communication. The importance of studying phonology or the sound system of a language is also mentioned in one of the verses of the Qur'an in the second Surah, Surah Al-Baqarah, verse 121:

Allah says in Q.S. AL-Baqarah (2):121:

الَّذِينَ آتَيْنَاهُمُ الْكِتَابَ يَتْلُونَهُ حَقَّ تِلَاوَتِهِ ۚ أُولَٰئِكَ يُؤْمِنُونَ بِهِ ۗ وَمَنْ يَكْفُرْ بِهِ فَأُولَٰئِكَ هُمُ الْخَاسِرُونَ

Translation:

"Those to whom We have given the Book recite it with its true recital. They [are the ones who] believe in it. And whoever disbelieves in it - it is they who are the losers."[10]

b. Syllable Structure

Syllables are a crucial unit of measurement. Most individuals tend to think that they can count the number of syllables in a word or sentence, even if they are unable to explain what a syllable is. Upon examining the characteristics of vowels and consonants, it became evident that the classification of a sound as either a vowel or a consonant might be based on phonetic factors (such as the degree to which they impeded airflow) or phonological factors (vowels and consonants had distinct distributions). The

[10] *Al-Quran Al-Karim*

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syllable presents a comparable scenario in that it may be characterized in two ways: phonologically and phonetically.

Phonetically, that is, in terms of how they sound and how we produce them, syllables are typically described as having a center that sounds relatively loud and has little to no airflow obstruction; there will be more airflow obstruction and/or less loud sound before and after this center, or at the beginning and end of the syllable. When examining them from a phonological perspective, they appear very different. Examining the potential combinations of English phonemes is what this entails; the study of a language's potential phoneme combinations is known as phonotactics. It is easiest to begin by examining what may happen in initial position, or, to put it another way, what can happen at the commencement of the first word when we speak after a pause.[11]

In most phonological theories, it is posited that each language or language variety possesses a unified system of contrasts, which may exhibit slight variations depending on the syllable position, such as the onset (beginning) or coda (end).[12] The essential components of a syllable encompass the onset and rhyme. The rhyme, in turn, comprises a vowel, designated as the nucleus, along with any subsequent consonants, referred to as the coda.[13]

[11] Peter Roach, *English Phonetics and Phonology: A Practical Course*, 4th ed. (Cambridge: Cambridge University Press, 2009).

[12] Ken Lodge, *A Critical Introduction to Phonetics* (New York: Continuum International Publishing Group, 2009).

[13] George Yule, *The Study of Language*, 7th ed. (Cambridge: Cambridge University Press, 2020).

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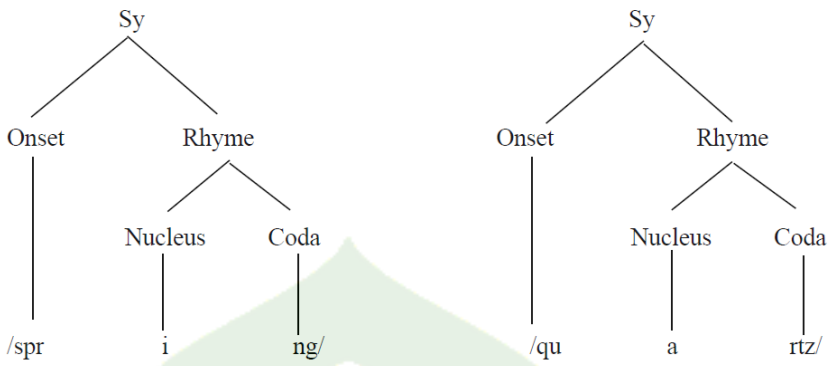

FIGURE 2. 1 SYLLABIC STRUCTURE

This syllabic structure can be visually represented through a tree diagram above. The provided tree diagram illustrates the syllable structure of the words "spring" and "quartz," as analyzed by Laurel and Donna.[14] In this diagram, both "spring" and "quartz" are segmented into three distinct parts. In the case of "spring," the syllable consists of [spr] as the onset, [i] as the nucleus, and [ng] as the coda. Conversely, in the case of "quartz," the syllable comprises [qu] as the onset, [a] as the nucleus, and [rtz] as the coda.

2. Pronunciation

Pronunciation is the essential process of articulating speech sounds for effective communication. It involves the organized production of sounds generated by the passage of air through the articulatory organs. In the context of mastering English as a foreign language, pronunciation encompasses both the ability to speak and comprehend the language. Language, in general, exhibits variation, it varies across regions, eras, and contexts.

[14] Ken Lodge, *A Critical Introduction to Phonetics* (New York: Continuum International Publishing Group, 2009).

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Put simply, pronunciation refers to how words are articulated and spoken. It can be regarded as the way a word is uttered, particularly in a manner that is widely accepted and understood. Pronunciation revolves around the production of sound in spoken language, serving as a crucial means of communication. Notably, the fundamental elements of speech are deeply personal.[15] Closely intertwined with our sense of self and belonging within a community. These speech patterns are acquired in infancy and become ingrained in the minds of individuals. Consequently, when learners speak a second language, they may feel a sense of discomfort because they perceive themselves as "sounding foreign." This subconscious unease can pose a significant barrier to achieving improved intelligibility in the second language.

Pronunciation, in a broader sense, encompasses the production of sounds used to convey meaning. This comprehensive definition encompasses both segmental (individual sound segments) and supra-segmental (prosodic features like intonation, stress, rhythm) aspects.[16] It also considers voice quality and non-verbal aspects such as gestures and expressions that accompany speech.

Learning pronunciation in English can be particularly challenging due to the time and effort required to achieve accuracy. Effective communication in English hinges on a mutual relationship between the speaker and the listener, each influencing the other. To ensure comprehension, the speaker must articulate words clearly, and clarity hinges on accurate pronunciation.

[15] Judy B. Gilbert, *Teaching Pronunciation: Using The Prosody Pyramid* (Cambridge: Cambridge University Press, 2008).

[16] AMEP A, "Teaching pronunciation: What is pronunciation," *AMEP Fact Sheet*, no. 1 (2002): 1.

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Therefore, pronunciation is a vital language skill. Incorrect pronunciation can lead to misunderstandings.

In summary, pronunciation is the means by which we convey meaning through speech. It is essential to avoid misunderstandings and is a critical skill for English Education students, particularly those at IAIN Parepare of the second semester.

3. Aspect Pronunciation

Pronunciation can be categorized into two primary aspects: segmental and suprasegmental features. Segmental elements encompass phonemes, which comprise both vowels and consonants. On the other hand, suprasegmental aspects encompass stress patterns and intonation patterns.[17]

a. Segmental

In pronunciation pertain to the individual speech sounds or phonemes that make up a language. These features are the building blocks of spoken language and include vowels and consonants. Here's a more detailed explanation of segmental[18] features:

1) Vowels:

Vowels are speech sounds produced with an open vocal tract, where the airflow is relatively unobstructed. They form the nucleus of syllables in many words and are essential for word differentiation and intelligibility. Vowels vary in quality, duration, and position within words. Different

[17] AMEP A, "Teaching pronunciation: What is pronunciation," *AMEP Fact Sheet*, no. 1 (2002): 1.
[18] David Odden, *Introducing phonology*, 2nd ed. (Cambridge: Cambridge University Press, 2014).

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languages have different vowel systems, resulting in variations in pronunciation.

2) Consonants:

Consonants involve constriction or closure of the vocal tract during speech production. Consonants play a crucial role in distinguishing between words and conveying meaning. The articulation of consonants can vary in terms of place (where in the vocal tract the constriction occurs), manner (how the airflow is obstructed or modified), and voice (whether vocal cords vibrate during articulation).

3) Phonemes:

Phonemes are the smallest distinctive units of sound in a language. They are essential for differentiating between words. A change in a single phoneme can result in a change in word meaning. For example, in English, changing the initial consonant sound in "bat" to "cat" changes the word entirely.

4) Minimal Pairs:

Minimal pairs are pairs of words that differ by only one phoneme. They illustrate the significance of individual phonemes in language. Examples of minimal pairs include "pat" and "bat" or "sip" and "zip." The distinction between these pairs relies on the pronunciation of a single phoneme.

5) Syllable Structure:

Understanding syllable structure is fundamental to pronunciation. Syllables consist of an onset (the initial consonant sound), a nucleus (the vowel sound), and a coda (the final consonant sound). Knowledge of syllable

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structure aids in proper pronunciation, especially when dealing with multisyllabic words.

6) Accent and Dialect:

Different accents and dialects within a language can influence the pronunciation of segmental features. Regional variations may result in distinct pronunciations of vowels and consonants.[19]

b. Suprasegmental

Suprasegmental features, also known as prosody, are aspects of pronunciation that extend beyond individual speech sounds (phonemes) and play a significant role in conveying meaning and intent in spoken language. These features include:

1) Stress Patterns:

Word Stress: Languages often have specific patterns for placing stress on syllables within words. Stressing a particular syllable can change the meaning of a word. For example, in English, "record" (noun) has stress on the first syllable, while "record" (verb) has stress on the second syllable. So, "RE-cord" and "re-CORD" have distinct meanings.

2) Intonation Patterns:

Pitch Variation: Intonation refers to the rise and fall of pitch in speech. It can convey emotional tone, grammatical structure, and meaning. Rising intonation at the end of a sentence often indicates a question, while falling intonation typically signals a statement. Intonation can also convey nuances of meaning or emotions, such as surprise, uncertainty, or emphasis.

[19] Philip Carr, *A Glossary Of Phonology* (Edinburgh: Edinburgh University Press, 2008).

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3) Rhythm and Timing:

Speech Rhythm: Different languages have distinct rhythms and timing patterns. Some languages, like Spanish, have a more regular rhythm, while others, like English, have a more variable rhythm. Mastering the rhythm and timing of a language contributes to natural and fluent speech.

4) Pauses and Speech Rate:

Pauses: Effective communication involves using appropriate pauses to provide clarity, allow listeners to process information, and emphasize points.

Speech Rate: Adjusting speech rate can influence how a message is received. Speaking too quickly may lead to misunderstandings, while speaking too slowly may convey boredom or impatience.

5) Voice Quality:

Voice Onset Time (VOT): VOT is the time delay between the release of certain speech sounds (e.g., plosives like /p/ or /b/) and the onset of vocal cord vibration. VOT can affect the perception of sounds.

Pitch Variation: Variation in pitch contributes to the expressiveness of speech. Pitch can indicate mood, attitude, or the speaker's emotional state.

6) Non-Verbal Communication:

Though not directly related to speech sounds, non-verbal aspects like gestures, facial expressions, and body language often accompany spoken communication. These non-verbal cues can convey additional meaning and emphasis. Understanding and correctly using suprasegmental features is crucial for effective communication. They provide context, convey

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emotions, and help listeners interpret the intended meaning of spoken language. Mastering suprasegmental features can lead to more natural and expressive speech, making interactions in the target language more engaging and comprehensible.[20]

4. Silent Letter

a. Definition of Silent Letter

A silent letter is a letter within a word that does not produce any sound when the word is pronounced. Carney defines silent letters as letters that are often expected to be pronounced but remain silent, [21] creating challenges for both native and non-native speakers as they complicate the task of guessing word spellings based on pronunciation. Ursula adds that silent letters sneakily appear in words, whether at the beginning, middle, or end, catching us off guard. In fact, approximately 60 percent of English words contain silent letters. To sum up, silent letters are those that do not correspond to any audible sound when the word is spoken; instead, they are included in the word's written form, creating distinctions between words.

These silent letters can result in different pronunciations, such as the silent "h" in "hour" compared to the pronounced "h" in "high." The presence or absence of these silent letters can make word pronunciation challenging for students. To learn the correct pronunciation of words with silent letters, students often refer to dictionaries, although this reliance on dictionaries can

[20] David Crystal, *A Dictionary of Linguistics and Phonetics*, 6th ed. (Oxford: Blackwell Publishing, 2008).

[21] Edward Carney, *A Survey of English Spelling* (New York: Routledge, 1994).

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be cumbersome. Teachers should play a crucial role in instructing students on how to correctly pronounce words, especially those with silent letters.[22]

It's important to recognize that language users encounter different challenges when dealing with spelling systems, both as readers and writers. In English, readers may encounter words where certain letters are sometimes silent in specific instances. For example, the "k" in "knowledge" is not pronounced, the "g" in "gnostic" remains silent, and neither the "m" nor the "p" in "mnemonics" and "pneumonia" are pronounced. This discrepancy between spoken and written language can pose distinct challenges for readers and writers.[23]

b. Types of Silent Letter

Silent letters in English can be categorized into several types based on their positions within words. Here are some common types of silent letters:

1) Initial Silent Letters:

   These are silent letters at the beginning of words. Examples include the silent "k" in "*knight*," the silent "p" in "*psychology*," and the silent "w" in "*wrestle*."[24]

2) Medial Silent Letters:

   These are silent letters in the middle of words. Examples include the silent "b" in "*doubt*" and the silent "l" in "*calf*." [25]

3) Final Silent Letters:

[22] Ursula Dubosarsky, *The Word Snoop* (Australia: Penguin Group Australia., 2009).
[23] Joanne Kenworthy, *Teaching English Pronunciation* (United States: Longman, 1987).
[24] Student Pages dan Lesson Materials, "Words with Silent Letters," 2014, https://www.scribd.com/document/246629877/Silent-Letters.
[25] Edward Carney, *A Survey of English Spelling* (New York: Routledge, 1994).

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These are silent letters at the end of words. Examples include the silent "e" in "*bake*" and the silent "d" in "*hand*."[26]

4) Combination of Silent Letters:

Some words may have multiple silent letters, making their pronunciation particularly challenging. For example, in "*doubtful*," both the "b" and the "t" are silent.

5) Diphthongs and Triphthongs:

In some cases, diphthongs (combinations of two vowel sounds) or triphthongs (combinations of three vowel sounds) can contain silent letters. In "*guide*," the "u" is silent, and in "*queue*," the "ueu" forms a triphthong with a silent "u."[27]

It's important to note that the presence of silent letters can vary between words and even dialects. Understanding the different types of silent letters and their positions in words can help learners improve their pronunciation and spelling in English.

c. The Rules Series and the Examples of Silent Letter

Many English words feature silent letters that, although written, are not intended to be pronounced. Attempting to write these words exactly as they sound when spoken can result in spelling errors. Silent letters contribute to inconsistencies in the English language, particularly in comparison to languages where silent letters are less prevalent. Silent letters can appear at

[26] Edward Carney, *A Survey of English Spelling* (New York: Routledge, 1994).

[27] Chang H Lee dan M T Turvey, "Silent Letters and Phonological Priming," *Psycholinguistic Research* 32 (2003): 313–333, https://doi.org/10.1023/A:1023595619040.

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various positions within words, leading to complexity in pronunciation and spelling.

1) Letter A:

   The letter "a" can be silent, especially in words ending in "-ally" and "-ead" in the middle position. For instance, "*artistically*," "*logically*," "*musically*," and "*romantically*" have a silent "a." In contrast, words like "*bread"* and "*dead"* have a silent "a" in the final position.

2) Letter B:

   The letter "b" is consistently silent when it follows the letter "m." Examples include *"bomb," "climb," "comb," "dumb," "thumb," and "limb*." Additionally, "b" can be silent when it precedes the consonant "t," as seen in words like *"subtle," "plumber"* (in the middle position), "debt," and "doubt" (in the final position).

3) Letter C:

   The letter "c" can pose challenges as it is often silent after the letter "s." Examples include *"muscle," "ascent," "descent," "fascinate," "discipline," "obscene,"* and *"conscious"* (in the middle position). In words like *"scene," "science," "scenario,"* and *"scissors,"* "c" is silent in the initial position.

4) Letter D:

   "D" can also be silent, as seen in words like *"handkerchief," "handsome," "Wednesday," "sandwich," and "sandpaper"* (in the middle position). In some cases, "d" is very quiet but not entirely silent when it precedes "g," producing the "dg" /ʒ/ sound, as in *"edge," "knowledge," "bridge,"* and *"hedge."*

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5) Letter E:

"E" is often silent at the end of words in the final position, as in *"clue," "blue," "bake," "taste," "age," "breathe," "bridge,"* and many others. However, when "e" is the only vowel sound in the final position (as in "he," "she," "we," and "be"), it should be pronounced. Additionally, in past tense regular verbs ending in "ed" (e.g., "looked," "asked," "played," "baked," "wrapped"), "e" is silent, except in the word "wanted."

6) Letter G:

The letter "G" is often silent after the letter "i," as seen in words like *"align," "malign," "design," "foreign," "sign," "campaign," "cologne," and "resign"* (in the final position). "G" can also be silent before the letter "n" in the initial position in words like *"gnash," "gnaw," "gnat," "gnome,"* and *"gnarl."*

7) Letter GH:

The letter combination "gh" is typically silent after a vowel sound in words *like "daughter," "fight," "night," "straight," "light," "bright," "neighbour," "caught," "right," "though," "although," "weigh," "thorough," "high,"* and *"enough"* (in the final position).

8) Letter H:

"H" is often silent when following "w" in the initial position, as seen in words like *"what," "when," "why,"* and *"whistle."* It can also remain unpronounced at the beginning of words like *"honest," "honour," "hour,"* and *"heir."* Additionally, "h" is not pronounced when following "ch," "gh," and "rh," as in words like *"character," "chaos," "chemical," "charisma,"*

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"choir," "chlorine," "echo," "mechanic," "scheme," "school," "anchor," "ache," "architect," "monarchy," "stomach," "ghost," "rhythm," and *"rhyme"* (in the middle position).

9) Letter I:

"I" can also be silent in the middle position of words like *"friend," "parliament,"* and *"business."*

10) Letter K:

"K" is not pronounced when it precedes an "n" in the initial position, as in words like *"know," "knit," "knock," "knight," "knee," "knife," "kneel," "knowledge," "knew," "knapsack," "knob," "knickers," "knot,"* and *"knuckle."*

11) Letter L:

"L" can be silent in both middle and final positions in words like *"could," "would," "should," "calf," "chalk," "palm," "balm," "calm," "walk," "yolk," "half," "behalf," "psalm," "talk," "folk," "stalk," "almond," and "salmon."*

12) Letter M:

Silent "m" is extremely rare in English and occurs only initially preceding "n" in words like *"mnemonic."*

13) Letter N:

"N" is actually silent when it is next to "m" in the final position in words like *"hymn," "solemn," "condemn," "column,"* and *"autumn."*

14) Letter P:

"P" can also be silent in initial, middle, and final positions in words like *"receipt," "psalm," "psychology," "pneumonia," "psychic," "pseudo,"*

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"corps," "cupboard," "Sampson," "empty," "raspberry," "coup." Additionally, "p" can be silent or change when it is next to "h," resulting in an "f" sound, as in *"paragraph"* and *"telephone."*

15) Letter S:

"S" can be silent in both initial and final positions, as in words like *"isle," "island," and "debris."*

16) Letter T:

"T" can also be silent in middle and final positions in words like *"listen," "often," "castle," "butcher," "Christmas," "wretch," "wrestle," "watch," "fasten," "match," "witch," "soften," "deport," "rapport," "ballet," "gourmet,"* and *"whistle."*

17) Letter TH:

The digraph "th" is typically pronounced as /θ/ or /ð/, but there are two exceptions where it is silent: *"asthma"* and *"isthmus."*

18) Letter U:

"U" can be silent in initial, middle, and final positions in words like *"guess," "guard," "guide," "rouge," "guitar," "guinea," "guild," "guilty," "guest," "biscuit," "disguise," "build," "circuit," "tongue," "colleague," "vague," "league,"* and *"antique."*

19) Letter W:

"W" is silent at the start of a word before "e," as *in "write," "wretched," "wrestle," "wrinkle," "wrong," "wrath," "wrist," "wrap,"* and *"wrapper." Additionally, it is not pronounced in common words like "who," "whore,"*

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"whom," "whole," "answer," "sword," "towards," and *"two"* in initial and middle positions.[28]

5. ERROR

a. Definition of Error

In the context of this thesis proposal, which focuses on the error analysis of students' pronunciation of silent letters, the term "error" can be defined as any deviation or inaccuracy in the way students pronounce words containing silent letters. These errors can encompass a range of mispronunciations, including the incorrect articulation of silent letters, the omission of silent letters, or even the addition of sounds where they do not belong in words with silent letters.

An error is defined as a deviation from the norms of the target language. It occurs when the deviation results from a lack of knowledge, indicating a deficiency in competence. Describing learner errors involves comparing the learner's unique utterances with a reconstruction of those utterances in the target language. Therefore, it requires attention to the surface properties of the learners' utterances, without attempting, at this stage, to identify the sources of the errors. [29]

According to Chiang (1981), learners' errors can sometimes be their own way of approximating the true system of the second or target language. Therefore, Error Analysis (EA) aims to examine a learner's errors over time to state the individual student's hypotheses and measure the progress they

[28] Markéta Pospíšilová, "The Ability of Czech Speakers of English to Pronounce Words with Silent Letters (Bachelor Thesis)," 2014.

[29] Rod Ellis, *Second Language Acquisition* (Oxford: Oxford University Press, 1997).

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have achieved. White, as cited in Bena (2010), asserts that making errors is a natural part of learning a language. It is clear that making errors is common in the learning process, especially when learning a language.[30]

Understanding and categorizing these pronunciation errors is crucial for assessing students' language proficiency and identifying areas where they need improvement. Error analysis helps educators pinpoint the specific challenges students face when it comes to silent letters in English pronunciation. This information can then be used to develop targeted teaching strategies and interventions to enhance students' pronunciation skills and overall language proficiency.

People often find confusion between mistakes and errors. Some believe they are distinct, while others consider them synonymous. However, in reality, errors and mistakes differ. Linguists have provided explanations on distinguishing between errors and mistakes. According to Brown, a mistake is a performance error that could be a random guess or slip, indicating a failure to apply a known system correctly. [31]

In summary, errors are systematic and unconscious deviations from language norms, often associated with language acquisition and developmental stages. Mistakes, on the other hand, are occasional, conscious deviations from language rules and can be made by learners at any stage of language development or by proficient speakers. Both errors and mistakes

[30] Munawir, "The Source Of Error in Translation," *Inspiring: English Education Journal* 4, no. 2 (2021): 119–32, https://doi.org/10.35905/inspiring.v4i2.2620.

[31] H. Douglas Brown, *Principles of Language Learning and Teaching*, 4th ed. (Longman: White Plains, NY, 2000).

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provide valuable insights into language learning and use, but they differ in their nature, patterns, and awareness by the language user.

b. Concept of Error Analysis

The concept of error analysis, often employed in the field of language acquisition and education, involves the systematic examination and classification of errors made by language learners when using a second language.[32] This analysis aims to understand the nature and sources of these errors, providing valuable insights into the learning process. Here are key aspects of the concept of error analysis:

1) Identification of Errors: Error analysis begins by identifying errors made by language learners. These errors can encompass various aspects of language, including pronunciation, grammar, vocabulary, and even discourse structure.
2) Classification and Categorization: Once errors are identified, they are categorized and classified based on various criteria. Common classifications include:
3) Interlingual Errors: Errors that result from interference from the learner's native language.
4) Intralingual Errors: Errors that occur within the target language system, often due to overgeneralization or incomplete knowledge.
5) Global Errors: Errors that significantly disrupt communication and comprehension.

[32] Ali Akbar Khansir, "Error analysis and second language acquisition," *Theory and Practice in Language Studies* 2, no. 5 (2012): 1027–32, https://doi.org/10.4304/tpls.2.5.1027-1032.

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6) Local Errors: Errors that have a minimal impact on communication and comprehension.
7) Syntactic Errors: Errors related to sentence structure and grammar.
8) Lexical Errors: Errors related to vocabulary and word choice.
9) Phonological Errors: Errors in pronunciation and phonetic aspects.
10) Error Source Analysis: Error analysis goes beyond merely identifying errors; it seeks to understand why errors occur. This involves investigating the sources of errors, which can include language transfer from the learner's native language, incomplete language learning, communication strategies, and cognitive processes.
11) Learner's Developmental Stage: Error analysis considers the learner's stage of language development. Some errors may be typical of learners at a particular stage, while others may indicate progress as learners move through these stages.
12) Pedagogical Implications: The findings of error analysis can have significant pedagogical implications. Educators can use this information to tailor teaching materials, methods, and interventions to address specific error patterns and help learners improve their language skills.
13) Diagnostic Tool: Error analysis serves as a diagnostic tool for teachers and researchers. By analyzing errors, educators can gain insights into the areas where students need more instruction and practice.
14) Normal Part of Learning: Error analysis views errors not as failures but as a natural and essential part of the language learning process. Errors

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often reflect the learner's attempts to apply newly acquired language knowledge and skills.

15) Continuous Monitoring: Error analysis is an ongoing process. As learners progress, the types and sources of errors they make may change, requiring continuous monitoring and analysis.[33]

In summary, error analysis is a systematic approach to understanding the errors made by language learners. It seeks to identify, classify, and analyze errors to gain insights into the learning process and guide effective language instruction. It recognizes that errors are a normal part of language acquisition and can provide valuable information for educators and researchers.

Sager in Akil (2006: 57) states that sources of errors are any factors that cause students to make mistakes when transferring the intentions or messages of the source language text into the target language. In this research, sources of errors might include morphological, lexical, and Syntactic aspect;[34]

1) Morphological (word forms and morphological processes): Pronouncing "thumb" as "thumbb," adding an unnecessary "b" sound. The word "thumb" has a silent "b," and this error might arise from applying incorrect morphological patterns.
2) Lexical (word choice or diction, register, or idiom): Pronouncing "island" as "is-land," emphasizing the "s" and "l" sounds that should be silent. This error often occurs due to differences in pronunciation rules

[33] Heidi Dulay, *et al*., *Language Two*, *The Modern Language Journal* (Oxford: Oxford University Press, 1982).

[34] Munawir, "The Source Of Error in Translation," *Inspiring: English Education Journal* 4, no. 2 (2021): 119–32, https://doi.org/10.35905/inspiring.v4i2.2620.

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between languages or misunderstanding the correct pronunciation of the word.

3) Syntactic aspect (word order, phrase construction, clause and sentence construction): Pronouncing "castle" as "cast-tle," with an added "t" sound. This can happen when learners transfer syntactic patterns from their native language, leading to incorrect pronunciation patterns.

c. Classification of Error

Experts have provided their insights into various types of errors, categorizing them into several distinct classifications. Corder, as cited by Ellis, distinguished three main types of errors based on their systematic nature:

1) Pre-systematic errors occur when the learner is unaware of a particular rule in the target language, often resulting in random mistakes.
2) Systematic errors happen when the learner has identified a rule but applies the wrong one.
3) Post-systematic errors take place when the learner knows the correct rule but uses it inconsistently, leading to mistakes.[35]

Additionally, there are four commonly utilized taxonomies for analyzing errors made by learners, as per Dulay's descriptive classification:

1) Linguistic Category Taxonomy: This classification categorizes errors based on the language components they affect, including phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style).

[35] Rod Ellis, *Second Language Acquisition* (Oxford: Oxford University Press, 1997).

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2) Surface Strategy Taxonomy: Errors are classified into four types - omissions, additions, misformation, and misordering - depending on whether learners omit necessary elements, add unnecessary ones, use the wrong form, or place elements incorrectly within a phrase or sentence.
3) Comparative Taxonomy: Errors are categorized by comparing the structure of second-language errors with other types of constructions. This taxonomy includes developmental errors, interlingual errors, ambiguous errors, and unique errors.
4) Communicative Effect Taxonomy: This taxonomy focuses on the impact of errors on communication from the perspective of the listener or reader. It distinguishes between global errors, which significantly hinder communication and misinterpret the overall message, and local errors, which do not cause miscommunication but still involve incorrect usage.[36]

These taxonomies provide valuable frameworks for analyzing and understanding different aspects of errors made by language learners. If a surface strategy taxonomy does not represent mental processes, it is not clear what value it. This may account for why there have been few attemps to describe learner errors using such a taxonomy. A Surface strategy taxonomy highlights the ways surface structures are altered: Learners may *omit* necessary items or *add* unnecessary ones; they may *misform* items or *misorder* them.

1) Omission

[36] Heidi Dulay, *et al*., *Language Two*, *The Modern Language Journal* (Oxford: Oxford University Press, 1982).

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Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. For example, omitting the /d/ in the pronunciation */ˈaɪlənd/* that should be pronounced in the word ‘island’.

2) Additions

Additions errors are the opposite of omissions. They are characterized by the present of an item which must not appear in a well-formed utterance. For example, adding the /w/ sound to the pronunciation of */ˈænsər/* that should not be pronounced in the word "answer".

3) Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. For example, changing the pronunciation of */ˈsʌtəl/ to /sʌdəl/*, which can alter the original meaning of the word "subtle."

4) Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. [37] For example, substituting the silent letter 'b' with 't', changing /dɛt/ to /dɛb/ in the word "debt," which should be pronounced */dɛt/*.

[37] Heidi Dulay, *et al*., *Language Two*, *The Modern Language Journal* (Oxford: Oxford University Press, 1982).

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C. Conceptual Framework

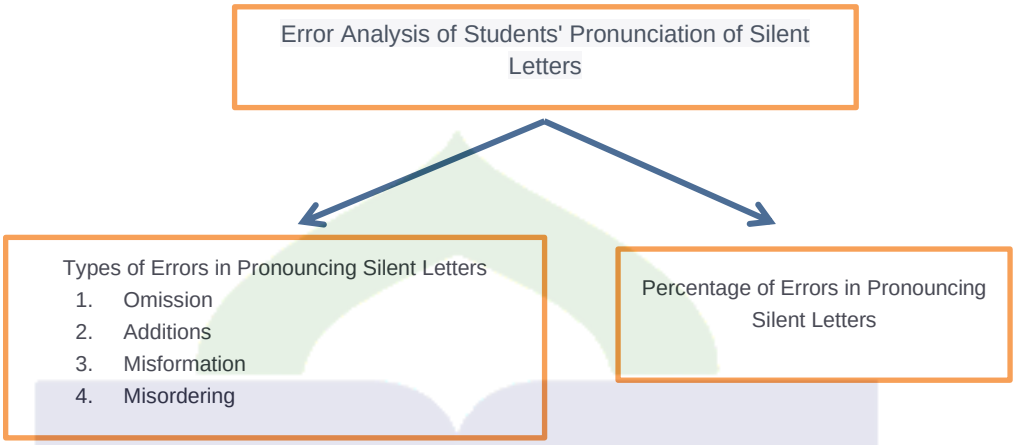

FIGURE 3. 1 CONCEPTUAL FRAMEWORK

The conceptual framework above illustrates the key components of the study, focusing on the error analysis of students' pronunciation of silent letters within English words. The framework is structured around the following elements:

1. Independent Variable: Types of Errors in Pronouncing Silent Letters

   This represents the various categories of mispronunciations made by students, including omission, additions misformation, or misordering silen letters. Each specific type of error is analyzed individually.

2. Dependent Variables: Percentage of Errors in Pronouncing Silent Letters

   This variable quantifies the frequency of mispronunciations. It is derived from the specific types of errors made by students, providing a numerical representation of the prevalence of these errors.

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CHAPTER III
METHODOLOGY OF THE RESEARCH

A. Research Design

This research adopts a qualitative research methodology with a descriptive orientation. This choice of research methodology is pivotal in addressing the core research objective, which is to provide an exhaustive description of the mispronunciation patterns pertaining to silent letters exhibited by second-semester students enrolled in the English Education program at IAIN Parepare.

In the realm of qualitative research, the descriptive qualitative approach, as articulated by Jane, is distinguished by its focus on examining the quality of relationships, activities, situations, or materials. This approach is particularly well-suited for investigations that seek to uncover the nuanced aspects of a given subject, as opposed to solely relying on quantitative data.[38]

The researcher also uses a quantitative method to determine the frequency of errors made by second-semester students by using the percentage formula explained in the previous chapter. This aims to allow the researcher to present the research results in the form of data, making it easier to classify the total percentage of errors made by the second-semester students who will be the research sample.

B. Location and Time of the Research

The location of the research is specifically situated at IAIN Parepare. IAIN Parepare refers to the institution where the research is conducted. It serves as the

[38] Jack. R Frankle, Wallen, and Hyun, *How to Design and Evaluate Research in Education (8th edition)* (New York: Mc. Graw-Hill, 2012), p.426

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backdrop for the investigation into the pronunciation errors related to silent letters among second-semester students enrolled in the English Department. The second-semester students in the English Education program consist of 30 students, but the researcher only takes a sample of 20 students randomly as the research subjects.

Regarding the time frame of the research, it encompasses the period during which the data collection and analysis are carried out. Given that the research pertains to a specific academic semester, the time frame typically spans the duration of that semester. Therefore, the research activities, including data collection, analysis, and interpretation, are conducted within the confines of the second semester of the academic year at IAIN Parepare. The researcher will conduct the research over a period of approximately one month, starting from 26th June 2024, to 22th July 2024.

C. The Instrument of The Research

The researcher provided a research instrument consisting of 35 vocabulary items that involve silent letters, including 10 words with silent letters at the beginning, 10 words with silent letters in the middle, and 10 words with silent letters at the end. These vocabulary items were used to examine or assess the pronunciation abilities of second-semester students with silent letter words. This allows the researcher to analyze the errors made by the students into several types of errors explained in the previous chapter and to calculate the percentage of errors for each of the four types: omission, addition, misformation, and misordering. The vocabulary to be used for the research can be seen in the following table (the detailed instrument can be found in Appendix 2);

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Knife	Wreath	Listen
Lamb	Answer	Pneumonia
Talk	Wrist	bomb
Knock	Island	Sword
Autumn	Guild	Honor
Subtle	Write	solemn
Knowledge	Tech	Debt
Hymn	Doubt	Honest
Design	Psychiatrist	plumb
Mnemonic	stomach	Foreign

TABLE 3. 1 INSTRUMENT TEST

D. Procedures of Collecting Data

The process of collecting data for the study titled *Analysis Students' Error in Pronuncing Silent Letter at The Second Semester of English Department at Iain Parepare*, during pronunciation assessments and interviews, data should be carefully recorded. This will involve audio or video recordings, as well as written notes. Detailed records ensure the accuracy of the data analysis process.

1. Data Coding and Analysis:

   Once the data is collected, it needs to be coded and analyzed systematically. This involves categorizing errors, identifying patterns, and quantifying the frequency of different types of pronunciation errors among the participants.

2. Ethical Considerations:

   Throughout the data collection process, ethical considerations must be upheld. This includes maintaining participant confidentiality, obtaining informed consent, and adhering to ethical guidelines set by the research institution.

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3. Data Interpretation:

   The final step in data collection is data interpretation. Researcher will analyze the collected data to answer the research questions and draw meaningful conclusions. The interpretation process will align with the research objectives and theoretical framework.

By following these academic procedures, researcher can systematically collect data on students' pronunciation of silent letters, ensuring the validity and reliability of the findings in the study at IAIN Parepare.

E. Technique of Data Analysis

Following data collection, the researcher proceeded with an analytical process, employing descriptive analysis techniques, which encompassed both data depiction and comprehension. Throughout this investigation, the researcher drew connections to English Phonetics theories grounded in the International Phonetic Alphabet (IPA). As outlined by Miles and Huberman, the data analysis process adhered to three key phases: data reduction, data presentation, and conclusion derivation.[39]

1) Data Reduction:

   In this initial stage, the researcher refined, classified, managed, omitted, and structured the data to yield the ultimate outcome. This was achieved by pinpointing instances of mispronunciations involving individual vowels and consonants in silent letters. Subsequently, the researcher identified which specific elements were mispronounced by the students and conducted a thorough analysis.

2) Data Presentation:

[39] Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2008).

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Following the preceding step, the researcher categorized the error-prone words, encompassing both vowels and consonants within silent letters. These findings were tabulated and presented in a structured format. The analysis was executed by identifying the specific words that students commonly mispronounced based on their categorization by letter type.

3) Drawing Conclusions:

The culminating step encompassed drawing informed conclusions. In this phase, the researcher synthesized a valid summary of the analysis, providing a concise portrayal of the study's outcomes.

4) Evaluation of Students' Errors:

Subsequent to data classification, the researcher proceeded to calculate the frequency of students' errors. This involved tallying the occurrences of each error type to determine the total errors within each category. To compute the percentage of error types, the following formula was employed:[40]

Percentage Formula for Error Types:

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

Where:

P = Percentage of errors

F = Frequency of error occurrences

N = Number of cases (total frequency / total individuals)

[40] Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2008).

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CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings Research

The finding of the research contain the description of the data that has been collected and analyzed which answered the research question formulated in the first chapter. Based on the research that conducted in the second semester of English Department IAIN Parepare, the researcher finally found the result of students' errors in pronunciation silent letters. The data were collected from an instrument test given to 20 second-semester students and gathered using individual recordings.

1. Types of Errors Found in Students' Pronunciation Silent Letter

   In this study, the researcher used Dulay's Surface Strategy Taxonomy to identify and classify the types of errors that students made in pronunciation silent letter. According to Dulay's Surface Strategy Taxonomy, there are four types of error that found in students' pronunciation silent letter consist of *omission, addition, misformation* and *misordering*.[41]

   The identification of errors made by each student will be displayed in the table below (the detailed error can be found in Appendix 3);

[41] Heidi Dulay, *et al*., *Language Two*, *The Modern Language Journal* (Oxford: Oxford University Press, 1982).

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TABLE 4. 1 TYPES OF STUDENTS' PRONUNCIATION ERROR

Types of Errors	Words	Student's Pronunciation	Us Pronunciation
Omission	Wreath	/rit/ (omitting the letter 'h' that should be pronounced))	/riːθ/
	Wrist	/ris/ (omitting the letter 't' that should be pronounced)	/rɪst/
	Island	/ˈaɪlən/ (omitting the letter 'd' that should be pronounced)	/ˈaɪlənd/
	Honest	/ˈɒnɪs/ (omitting the letter 't' that should be pronounced)	/ˈɒnɪst/
	Plumb	/lʌm/ (omitting the letter 'd' that should be pronounced)	/plʌm/
Additions	Knife	/knaɪf/ (pronouncing the letter 'k' that should be a silent letter)	/naɪf/
	Lamb	/læmb/ (pronouncing the letter 'b' that should be a silent letter)	/læm/
	Tech	/tɛch/ (pronouncing the letter 'h' that should be a silent letter)	/tɛk/
	Knock	/knɒk/ (pronouncing the letter 'k' that should be a silent letter)	/nɒk/
	Autumn	/ˈɔːtəmn/ (pronouncing the letter 'n' that should be a silent letter)	/ˈɔːtəm/
Misformation	Knowledge	/knowleg/ (Indonesian pronunciation)	/ˈnɒlɪdʒ/
	Design	/desaɪnd/ (Indonesian pronunciation)	/dɪˈzaɪn/
	Psychiatrist	/sɪkɪatrɪk/ (changing the structure of word pronunciation)	/saɪˈkaɪətrɪst/
	Listen	/ˈlɪssən/	/ˈlɪsən/

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		(adding an 's' that is not part of the word)	
	Honor	/honor/ (Indonesian pronunciation)	/ˈɑːnər/
Misordering	Subtle	/ˈsʌbəl/ (replacing the pronunciation of the silent letter 'b' with 't')	/ˈsʌtəl/
	Guild	/guld/ (replacing the pronunciation of the silent letter 'u' with 'i')	/gɪld/
	Doubt	/daʊb/ (replacing the pronunciation of the silent letter 'b' with 't')	/daʊt/
	Debt	/dɛb/ (replacing the pronunciation of the silent letter 'b' with 't')	/dɛt/
	Foreign	/ˈfɒrɪdʒ/ (replacing the pronunciation of the silent letter 'g' or/dʒ/ with 'n')	/ˈfɒrɪn/

Source: Oxford Learner's Pocket Dictionary.[42]

The table showed various types of pronunciation errors made by students of second semester in English Department, covering four main categories: omission, additions, misformation, and misordering.

In the **omission error**, where students frequently omit letters that should be pronounced, such as the 'h' in "wreath" and the 't' in "wrist," leading to deviations from standard pronunciation. In the **additions error** are also prevalent, with students adding sounds that should be silent, like the 'k' in "knife" and the 'b' in "lamb," which results in incorrect pronunciation. In the **misformation error** occur when students mispronounce words based on their native language influences or misunderstandings of English pronunciation

[42] Victoria Bull, ed., *Oxford Learner's Pocket Dictionary*, 4th ed. (Oxford: Oxford University Press, 2011).

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rules, as seen with "knowledge" pronounced as /knowleg/ and "design" as /desaɪnd/. Lastly, **misordering error** involves students changing the position of silent letters, such as replacing 'b' with 't' in "subtle" or 'u' with 'i' in "guild." These errors highlight the challenges students face in mastering silent letter pronunciations, underscoring the need for targeted instructional strategies to address these issues and improve pronunciation skills.

2. Percentage Errors

After classifying the students' error, the researcher then calculated the percentage of each type of error to find out the most dominant error that the students made.

TABLE 4. 2 STUDENTS' ERROR IDENTIFICATION

No	Word	Omission	Additions	Misformation	Misordering
1	Knife		2		
2	Lamb		4	1	
3	Talk		2	2	1
4	Knock		3	2	
5	Autumn		1	11	
6	Subtle		6	10	1
7	Knowledge		2	4	
8	Hymn				
9	Design			1	
10	Mnemonic		4		
11	Wreath	4	5	7	
12	Answer		5		
13	Wrist	2	5	1	
14	Island	9	1	1	
15	Guild	1	6	3	2
16	Write		4	1	
17	Tech		7	3	
18	Doubt		4	3	7
19	Psychiatrist	1	2	7	
20	stomach		7		
21	Listen		2	2	

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22	Pneumonia		6	1	
23	Bomb		2	2	
24	Sword		10	1	
25	Honor		5	4	
26	Solemn	1	3	3	
27	Debt		8	1	5
28	Honest	1	7	1	
29	Plumb	1	5	1	
30	Foreign		2	8	1
	TOTAL	**20**	**120**	**81**	**17**

Source: Students' pronunciation silent letter test by the second semester of English Department at IAIN Parepare

The table provides a detailed analysis of pronunciation errors made by students in English, categorized into four types: omission, additions, misformation, and misordering. Each category reflects a different aspect of pronunciation challenges (the detailed error can be found in Appendix 3);

For instance, ***omission*** errors involve the absence of expected sounds, with *Island* showing the highest frequency at 9 errors. ***Additions*** errors, where extra sounds are added, are most prevalent with *Subtle* and *Sword* having significant counts, indicating common difficulties with these words. ***Misformation*** errors, where incorrect sounds or patterns are used, are notably high for *Autumn*, *Subtle*, and *Foreign*, suggesting that students often struggle with the accurate formation of these words. Lastly, ***misordering*** errors involve incorrect arrangement of sounds within words, with *Doubt* and *Debt* showing the most frequent occurrences. Overall, the table reveals that students face varying levels of difficulty with different words, often influenced by their native language and the complexity of English pronunciation rules.

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TABLE 4. 3 PERCENTAGE OF TYPES ERROR

No	Types of Error	Frequency	Percentage
1	Omission	20	8%
2	Addition	120	50%
3	Misformation	81	34%
4	Misordering	17	7%
	TOTAL	**238**	**100%**

The table presents data on different types of errors, including their frequency and percentage distribution. Out of a total of 238 item errors, the most common type is ***Addition***, with 120 items, accounting for 50% of the total errors. ***Misformation*** follows with 81 items, making up 34% of the errors. ***Omission*** is noted 20 items, representing 8% of the errors, while ***Misordering*** is the least frequent, with 17 items, which constitutes 7% of the total errors.

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CHAPTER V
CLOSING

Based on findings and discussions in the chapter IV, the researcher finally concluded the types of errors that found in students' silent letter pronunciation made by the second semester of English Department at IAIN Parepare and find the most dominant error made by the students. The conclusions are:

1. There are four types of errors that found in the students' silent letter pronunciation based on surface strategy taxonomy namely omission, addition, misformation and misordering. The researcher found that there are 238 total of errors which consist of 20 omission error, 120 addition error, 81 misformation error and 17 misordering error. This data showed that the student still find difficulties in using different words, often influenced by their native language and the complexity of English pronunciation rules.
2. After calculating the percentage of each error, it is found that additions is the most dominant error made by students in silent letter pronunciation with the percentage is 50% of the total errors, misformation follows with 34%, omission occurs in 8%, and Misordering is the least frequent with 7%.

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APPENDICES

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APPENDIX 1. ADMINISTRATION LETTER

KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 3104 TAHUN 2021
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

Menimbang :
a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2021;
b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.

Mengingat :
1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.

Memperhatikan :
a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2021, tanggal 23 November 2020 tentang DIPA IAIN Parepare Tahun Anggaran 2021;
b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 140 Tahun 2021, tanggal 15 Februari 2021 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2021.

MEMUTUSKAN

Menetapkan :
KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2021;

Kesatu :
Menunjuk saudara; 1. Dr. Arqam, M.Pd.
2. Munawir, M.Pd.
Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :

Nama	:	Isnawati
NIM	:	17.1300.110
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	An Error Analysis Of Students' Pronunciation Silent Letter At The Second Semester Of English Department At IAIN Parepare

Kedua :
Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;

Ketiga :
Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;

Keempat :
Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 05 Oktober 2021
Dekan,

H. Saepudin

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.2431/In.39/FTAR.01/PP.00.9/06/2024 24 Juni 2024
Lamp. : 1 berkas draf proposal penelitian
Hal. : **Undangan Menguji Proposal Penelitian**

Kepada

Yth. 1. Kalsum, M.Pd. (Pembimbing Utama)
2. Munawir, M.Pd. (Pembimbing Pendamping)
3. Dr. Zulfah, M.Pd. (Penguji I)
4. Muh. Yusuf, M.Pd. (Penguji II)

di,-
Parepare

Dengan hormat kami mengundang Bapak/Ibu untuk menghadiri Seminar Proposal Penelitian untuk penyusunan skripsi bagi mahasiswa berikut :

Nama	: ISNAWATI
NIM	: 17.1300.110
Program Studi	: Pendidikan Bahasa Inggris
Judul Usulan Penelitian	: AN ERROR ANALYSIS OF STUDENTS' PRONUNCIATION SILENT LETTER AT THE SECOND SEMESTER OF ENGLISH DEPARTMENT AT IAIN PAREPARE

Seminar proposal penelitian tersebut akan dilaksanakan pada :

Hari/Tanggal	: Rabu/ 26 Juni 2024
Pukul	: 08.00-09.15 WITA
Tempat	: Ruang Meeting

Partisipasi aktif dalam pelaksanaan Seminar Proposal Penelitian sangat diharapkan terutama dalam memberikan koreksi dan masukan yang berkaitan dengan penelitian tersebut.

atas perhatian dan kesediaan Bapak/Ibu dihartukan terima kasih.

a.n Dekan,
Wakil Dekan Bid. AKKK

Bahtiar, M.A

Tembusan :

1. Ketua Program Pendidikan Bahasa Inggris;
2. Mahasiswa Ybs;
3. Arsip;

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INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
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PO Box 909 Parepare 9110, website : www.iainpare.ac.id email: mail.iainpare.ac.id

SURAT KETERANGAN SELESAI MENELITI

Nomor: B-2994/In.39/FTAR.01/PP.00.9/07/2024

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Parepare

Nama	: Dr. Zulfah, S.Pd., M.Pd.
NIP	: 198304202008012010
Pangkat / Golongan	: Pembina / IV a
Jabatan	: Dekan
Instansi	: Institut Agama Islam Negeri Parepare

menerangkan dengan sesungguhnya bahwa :

Nama	: ISNAWATI
NIM	: 17.1300.110
Alamat	: JLN TAKKALAO NO. 96, KEL/ BUKIT INDAH, KEC. SOREANG KOTA PAREPARE
Fakultas	: Tarbiyah
Program Studi	: Pendidikan Bahasa Inggris
Semester	: XIV (Empat Belas)
Tahun Akademik	: 2023-2024

Benar yang bersangkutan telah melakukan penelitian dalam rangka penyusunan skripsi pada IAIN Parepare.

Demikian Surat Keterangan ini dibuat dengan sesungguhnya untuk dipergunakan sebagaimana mestinya

Parepare, 23 Juli 2024
Dekan,

Dr. Zulfah, S.Pd., M.Pd.
NIP 198304202008012010

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APPENDIX 2. RESEARCH INSTRUMENT

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box909 Parepare 91100,website: www.iainpare.ac.id, email: mail@iainpare.ac.id

VALIDASI INSTRUMEN PENELITIAN SKRIPSI

Name : Isnawati

Reg Num : 17.1300.110

Faculty/Program : Tarbiyah/English Program

Thesis : An Error Analysis of Students' Pronunciation Silent Letter at The Second Semester of English Department IAIN Parepare

Instrument : Test

Direction:

1. The test is for scientific research only
2. There is no impact on your score in English subject

Instruction:

1. Read the words personally in 5-7 minutes!
2. Read aloud the words one by one while it records!

Knife	Wreath	Listen
Lamb	Answer	Pneumonia
Talk	Wrist	bomb
Knock	Island	Sword
Autumn	Guild	Honor
Subtle	Write	solemn
Knowledge	Tech	Debt
Hymn	Doubt	Honest
Design	Psychiatrist	plumb
Mnemonic	stomach	Foreign

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Parepare, 10 Juli 2024

Approved by;

Consultant	Co-Consultant
Kalsum, M.Pd	Munawir, M.Pd
EIN.198609262023212030	EIN.198809302023110 16

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APPENDIX 3. STUDENT PRONUNCIATION

1st Respondent			
Words (silent letter)	**Student's Pronunciation**	**Types of Errors (made by students)**	**Us Pronunciation**
Knife	/knaɪf/	*Addition* (pronouncing the letter 'k' that should be a silent letter)	/naɪf/
Lamb	/lamb/	*Misformation* (Indonesian Pronunciation)	/læm/
Talk	/talk/	*Misformation* (Indonesian Pronunciation)	/tɔːk/
Knock	/knok/	*Misformation* (Indonesian Pronunciation)	/nɒk/
Autumn	/autum/	*Misformation* (Indonesian Pronunciation)	/ˈɔːtəm/
Subtle	/subtel/	*Misformation* (Indonesian Pronunciation)	/ˈsʌtəl/
Knowledge	/knowleg	*Misformation* (Indonesian Pronunciation)	/ˈnɒlɪdʒ/
Hymn	/hɪm/		/hɪm/
Design	/dɪˈzaɪn/		/dɪˈzaɪn/
Mnemonic	/nɪˈmɒnɪk/		/nɪˈmɒnɪk/
Wreath	/rit/	*Omission* (omitting the letter 'h' that should be pronounced)	/riːθ/
Answer	/ˈænswər/	*Addition* (pronouncing the letter 'w' that should be a silent letter)	/ˈænsər/
Wrist	/ris/	*Omission* (omitting the letter 't' that should be pronounced)	/rɪst/
Island	/ˈaɪlən/	*Omission* (omitting the letter 'd' that should be pronounced)	/ˈaɪlənd/
Guild	/gɯil/	*Misformation* (Indonesian Pronunciation)	/gɪld/
Write	/writ/	*Misformation* (Indonesian Pronunciation)	/raɪt/
Tech	/tɛch/	*Addition* (pronouncing the letter 'h' that should be a silent letter)	/tɛk/
Doubt	/dob/	*Misformation* (Indonesian Pronunciation)	/daʊt/
Psychiatrist	/saɪˈətrɪs/	*Omission* (omitting the letter 'ch' and 't' that should be pronounced)	/saɪˈkaɪətrɪst/
stomach	/ˈstʌməch/	*Addition Addition* (pronouncing the letter 'h' that should be a silent letter)	/ˈstʌmək/
Listen	/ˈlɪstən/	*Addition Addition* (pronouncing the letter 't' that should be a silent letter)	/ˈlɪsən/
Pneumonia	/fenomia/	*Misformation* (changing the structure of word pronunciation)	/njuːˈmoʊniə/
bomb	/bɒm/		/bɒm/

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Sword	/syɔːr/	*Misformation* (changing the structure of word pronunciation)	/sɔːrd/
Honor	/honor/	*Misformation* (Indonesian Pronunciation)	/ˈɑːnər/
solemn	/solem/	*Misformation* (Indonesian Pronunciation)	/ˈsɒləm/
Debt	/dɛt/		/dɛt/
Honest	/hones/	*Misformation* (Indonesian Pronunciation)	/ˈɒnɪst/
plumb	/plʌm/		/plʌm/
Foreign	/proeig/	*Misformation* (changing the structure of word pronunciation)	/ˈfɒrɪn/

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2nd Respondent			
Words (silent letter)	**Student's Pronunciation**	**Types of Errors (made by students)**	**Us Pronunciation**
Knife	/naɪf/		/naɪf/
Lamb	/læmb/	*Addition Addition* (pronouncing the letter 'b' that should be a silent letter)	/læm/
Talk	/tɔːk/		/tɔːk/
Knock	/nɒk/		/nɒk/
Autumn	/ˈɔːtəm/		/ˈɔːtəm/
Subtle	/ˈsʌtəl/		/ˈsʌtəl/
Knowledge	/ˈnɒlɪdʒ/		/ˈnɒlɪdʒ/
Hymn	/hɪm/		/hɪm/
Design	/dɪˈzaɪn/		/dɪˈzaɪn/
Mnemonic	/nɪˈmɒnɪk/		/nɪˈmɒnɪk/
Wreath	/riːθ/		/riːθ/
Answer	/ˈænsər/		/ˈænsər/
Wrist	/rɪst/		/rɪst/
Island	/ˈaɪlənd/		/ˈaɪlənd/
Guild	/gɪld/		/gɪld/
Write	/raɪt/		/raɪt/
Tech	/tɛk/		/tɛk/
Doubt	/daʊt/		/daʊt/
Psychiatrist	/saɪˈkaɪətrɪst/		/saɪˈkaɪətrɪst/
stomach	/ˈstʌmək/		/ˈstʌmək/
Listen	/ˈlɪssən/	*Misformation* (adding an 's' that is not part of the word)	/ˈlɪsən/
Pneumonia	/pnjuːˈmoʊniə/	*Addition* (pronouncing the letter 'p' that should be a silent letter)	/njuːˈmoʊniə/
bomb	/bɒm/		/bɒm/
Sword	/swɔːrd/	*Addition* (pronouncing the letter 'w' that should be a silent letter)	/sɔːrd/
Honor	/ˈɑːnər/		/ˈɑːnər/
solemn	/ˈsɒləm/	*Misformation* (Indonesian Pronunciation)	/ˈsɒləm/
Debt	/dɛb/	*Misordering* (replacing the pronunciation of the silent letter 'b' with 't')	/dɛt/
Honest	/ˈɒnɪst/		/ˈɒnɪst/
plumb	/plʌmb/	*Addition* (pronouncing the letter 'b' that should be a silent letter)	/plʌm/
Foreign	/ˈfɒrɪn/		/ˈfɒrɪn/

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3rd Respondent			
Words (silent letter)	**Student's Pronunciation**	**Types of Errors (made by student)**	**Us Pronunciation**
Knife	/naɪf/		/naɪf/
Lamb	/læm/		/læm/
Talk	/tɔːk/		/tɔːk/
Knock	/nɒk/		/nɒk/
Autumn	/ˈɔːdum/	*Misformation* (changing the structure of word pronunciation)	/ˈɔːtəm/
Subtle	/sʌdəl/	*Misformation* (changing the pronunciation of 't' to 'd' which is not part of the word)	/ˈsʌtəl/
Knowledge	/ˈnɒlɪdʒ/		/ˈnɒlɪdʒ/
Hymn	/hɪm/		/hɪm/
Design	/dɪˈzaɪn/		/dɪˈzaɪn/
Mnemonic	/nɪˈmɒnɪk/		/nɪˈmɒnɪk/
Wreath	/writ/	*Misformation* (Indonesian Pronunciation)	/riːθ/
Answer	/ˈænsər/		/ˈænsər/
Wrist	/rɪst/		/rɪst/
Island	/ˈaɪlənd/		/ˈaɪlənd/
Guild	/gɪld/		/gɪld/
Write	/raɪt/		/raɪt/
Tech	/tɛk/		/tɛk/
Doubt	/daʊt/		/daʊt/
Psychiatrist	/saɪcantɪs/	*Misformation* (changing the structure of word pronunciation)	/saɪˈkaɪətrɪst/
stomach	/ˈstʌmək/		/ˈstʌmək/
Listen	/ˈlɪsən/		/ˈlɪsən/
Pneumonia	/njuːˈmoʊniə/		/njuːˈmoʊniə/
Bomb	/bɒm/		/bɒm/
Sword	/sɔːrd/		/sɔːrd/
Honor	/ˈɑːnər/		/ˈɑːnər/
solemn	/ˈsɒləm/		/ˈsɒləm/
Debt	/dɛt/		/dɛt/
Honest	/ˈɒnɪs/	*Omission* (omitting the letter 't' that should be pronounced)	/ˈɒnɪst/
Plumb	/plʌm/		/plʌm/
Foreign	/ˈfɒrɪn/		/ˈfɒrɪn/

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4th Respondent			
Words (silent letter)	**Student's Pronunciation**	**Types of Errors (made by student)**	**Us Pronunciation**
Knife	/knaɪf/	*Addition* (pronouncing the letter 'k' that should be a silent letter)	/naɪf/
Lamb	/læm/		/læm/
Talk	/tek/	*Misformation* (changing the pronunciation of 'ɔ' to 'e')	/tɔːk/
Knock	/knok/	*Misformation* (Indonesian Pronunciation)	/nɒk/
Autumn	/ˈɔːtəm/		/ˈɔːtəm/
Subtle	/sutəl/	*Misformation* (changing the pronunciation of 'ʌ' to 'u')	/ˈsʌtəl/
Knowledge	/knɒlɪdʒ/	*Addition* (pronouncing the letter 'k' that should be a silent letter)	/ˈnɒlɪdʒ/
Hymn	/hɪm/		/hɪm/
Design	/dɪˊzaɪn/		/dɪˊzaɪn/
Mnemonic	/mnɪˈmɒnɪk/	*Addition* (pronouncing the letter 'm' that should be a silent letter)	/nɪˈmɒnɪk/
Wreath	/riːθ/		/riːθ/
Answer	/ˈænswər/	*Addition* (pronouncing the letter 'w' that should be a silent letter)	/ˈænsər/
Wrist	/rɪst/		/rɪst/
Island	/ˈaɪlənd/		/ˈaɪlənd/
Guild	/gɯɪld/	*Addition* (pronouncing the letter 'u' that should be a silent letter)	/gɪld/
Write	/wraɪt/	*Addition* (pronouncing the letter 'w' that should be a silent letter)	/raɪt/
Tech	/tɛch/	*Addition* (pronouncing the letter 'h' that should be a silent letter)	/tɛk/
Doubt	/doʊt/	*Misformation* (changing the pronunciation of '*a*' to 'o')	/daʊt/
Psychiatrist	/psaɪˈkaɪətrɪst/	*Addition* (pronouncing the letter 'p' that should be a silent letter)	/saɪˈkaɪətrɪst/
stomach	/ˈstʌməch/	*Addition* (pronouncing the letter 'h' that should be a silent letter)	/ˈstʌmək/
Listen	/ˈlɪsən/		/ˈlɪsən/
Pneumonia	/pnjuːˈmoʊniə/	*Addition* (pronouncing the letter 'p' that should be a silent letter)	/njuːˈmoʊniə/
bomb	/bom/	*Misformation* (Indonesian Pronunciation)	/bɒm/
Sword	/swɔːrd/	*Addition* (pronouncing the letter 'w' that should be a silent letter)	/sɔːrd/
Honor	/honor/	*Misformation* (Indonesian Pronunciation)	/ˈɑːnər/

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solemn	/ˈsɒl/	*Omission* (omitting the syllable 'em' that should be pronounced)	/ˈsɒləm/
Debt	/diɛt/	*Misformation* (changing the structure of word pronunciation)	/dɛt/
Honest	/hɒnɪst/	*Addition* (pronouncing the letter 'h' that should be a silent letter)	/ˈɒnɪst/
plumb	/plʌm/		/plʌm/
Foreign	/fɒreɪŋ/	*Misformation* (changing the pronunciation of '*n*' to '*ŋ*')	/ˈfɒrɪn/

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5th Respondent			
Words (silent letter)	**Student's Pronunciation**	**Types of Errors (made by student)**	**Us Pronunciation**
Knife	/naɪf/		/naɪf/
Lamb	/læmb/	*Addition* (pronouncing the letter 'b' that should be a silent letter)	/læm/
Talk	/tɔːk/		/tɔːk/
Knock	/nɒk/		/nɒk/
Autumn	/ˈɔːtəm/		/ˈɔːtəm/
Subtle	/ˈsʌtəl/		/ˈsʌtəl/
Knowledge	/ˈnɒlɪdʒ/		/ˈnɒlɪdʒ/
Hymn	/hɪm/		/hɪm/
Design	/dɪˈzaɪn/		/dɪˈzaɪn/
Mnemonic	/nɪˈmɒnɪk/		/nɪˈmɒnɪk/
Wreath	/riːθ/		/riːθ/
Answer	/ˈænsər/		/ˈænsər/
Wrist	/rɪst/		/rɪst/
Island	/ˈaɪlənd/		/ˈaɪlənd/
Guild	/gɪld/		/gɪld/
Write	/raɪt/		/raɪt/
Tech	/tɛch/	*Addition* (pronouncing the letter 'h' that should a silent letter)	/tɛk/
Doubt	/daʊt/		/daʊt/
Psychiatrist	/saɪˈkaɪətrɪst/		/saɪˈkaɪətrɪst/
stomach	/ˈstʌməch/	*Addition* (pronouncing the letter 'h' that should a silent letter)	/ˈstʌmək/
Listen	/ˈlɪsən/		/ˈlɪsən/
Pneumonia	/njuːˈmoʊniə/		/njuːˈmoʊniə/
bomb	/bɒmb/	*Addition* (pronouncing the letter 'b' that should be a silent letter)	/bɒm/
Sword	/sɔːrd/		/sɔːrd/
Honor	/ˈɑːnər/		/ˈɑːnər/
solemn	/solem/	*Misformation* (Indonesian Pronunciation)	/ˈsɒləm/
Debt	/dɛt/		/dɛt/
Honest	/ˈɒnɪst/		/ˈɒnɪst/
plumb	/plʌmb/	*Addition* (pronouncing the letter 'b' that should be a silent letter)	/plʌm/
Foreign	/ˈfɒrɪn/		/ˈfɒrɪn/

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6th Respondent			
Words (silent letter)	**Student's Pronunciation**	**Types of Errors (made by student)**	**Us Pronunciation**
Knife	/naɪf/		/naɪf/
Lamb	/læmb/	*Addition* (pronouncing the letter 'b' that should be a silent letter)	/læm/
Talk	/tɔːk/		/tɔːk/
Knock	/nɒk/		/nɒk/
Autumn	/ˈɔːtəm/		/ˈɔːtəm/
Subtle	/ˈsʌbtəl/	*Addition* (pronouncing the letter 'b' that should be a silent letter)	/ˈsʌtəl/
Knowledge	/nowlɪdʒ/	*Misformation* (using Indonesian pronunciation for the syllable 'now')	/ˈnɒlɪdʒ/
Hymn	/hɪm/		/hɪm/
Design	/dɪˈzaɪn/		/dɪˈzaɪn/
Mnemonic	/nɪˈmɒnɪk/		/nɪˈmɒnɪk/
Wreath	/wreɪ/	*Misformation* (Indonesian Pronunciation)	/riːθ/
Answer	/ˈænsər/		/ˈænsər/
Wrist	/wrɪst/	*Addition* (pronouncing the letter 'w' that should be a silent letter)	/rɪst/
Island	/ˈaɪlənd/		/ˈaɪlənd/
Guild	/gɪɪld/	*Addition* (pronouncing the letter 'u' that should be a silent letter)	/gɪld/
Write	/raɪt/		/raɪt/
Tech	/tich/	*Misformation* (changing the pronunciation of 'e' to 'i' and pronouncing 'h' that should be a silent letter"	/tɛk/
Doubt	/doub/	*Misformation* (Indonesian Pronunciation)	/daʊt/
Psychiatrist	/saɪˈkaɪətrɪst/		/saɪˈkaɪətrɪst/
stomach	/ˈstʌməch/	*Addition* (pronouncing the letter 'h' that should be a silent letter)	/ˈstʌmək/
Listen	/ˈlɪsən/		/ˈlɪsən/
Pneumonia	/njuːˈmoʊniə/		/njuːˈmoʊniə/
bomb	/bom/	*Misformation* (Indonesian Pronunciation)	/bɒm/
Sword	/swɔːrd/	*Addition* (pronouncing the letter 'w' that should be a silent letter)	/sɔːrd/
Honor	/ounor/	*Misformation* (changing the structure of word pronunciation)	/ˈɑːnər/
solemn	/solem/	*Misformation* (Indonesian Pronunciation)	/ˈsɒləm/

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Debt	/dɛb/	*Misordering* (replacing the pronunciation of the silent letter 'b' with 't')	/dɛt/
Honest	/ˈɒnɪst/		/ˈɒnɪst/
plumb	/plʌm/		/plʌm/
Foreign	/ˈfɒrɪn/		/ˈfɒrɪn/

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7th Respondent			
Words (silent letter)	**Student's Pronunciation**	**Types of Errors (made by student)**	**Us Pronunciation**
Knife	/naɪf/		/naɪf/
Lamb	/læm/		/læm/
Talk	/tɔːlk/	*Addition* (pronouncing the letter 'l' that should be a silent letter)	/tɔːk/
Knock	/nɒk/		/nɒk/
Autumn	/ˈɔːtəm/		/ˈɔːtəm/
Subtle	/subtel/	*Misformation* (Indonesian Pronunciation)	/ˈsʌtəl/
Knowledge	/ˈnɒlɪdʒ/		/ˈnɒlɪdʒ/
Hymn	/hɪm/		/hɪm/
Design	/dɪˈzaɪn/		/dɪˈzaɪn/
Mnemonic	/nɪˈmɒnɪk/		/nɪˈmɒnɪk/
Wreath	/writ/	*Misformation* (Indonesian Pronunciation)	/riːθ/
Answer	/ˈænwsər/	*Addition* (pronouncing the letter 'w' that should be a silent letter)	/ˈænsər/
Wrist	/wreis/	*Misformation* (changing the structure of word pronunciation)	/rɪst/
Island	/islən/	*Misformation* (changing the structure of word pronunciation)	/ˈaɪlənd/
Guild	/gʊld/	*Misordering* (replacing the pronunciation of the silent letter 'u' with 'i')	/gɪld/
Write	/raɪt/		/raɪt/
Tech	/tɛch/	*Addition* (pronouncing the letter 'h' that should be a silent letter)	/tɛk/
Doubt	/daʊbt/	*Addition* (pronouncing the letter 'b' that should be a silent letter)	/daʊt/
Psychiatrist	/saɪˈkaɪətrɪst/		/saɪˈkaɪətrɪst/
stomach	/ˈstʌməch/	*Addition* (pronouncing the letter 'h' that should be a silent letter)	/ˈstʌmək/
Listen	/ˈlɪstən/	*Addition* (pronouncing the letter 't' that should be a silent letter)	/ˈlɪsən/
Pneumonia	/njuːˈmoʊniə/		/njuːˈmoʊniə/
bomb	/bɒm/		/bɒm/
Sword	/swɔːrd/	*Addition* (pronouncing the letter 'w' that should be a silent letter)	/sɔːrd/
Honor	/honor/	*Misformation* (Indonesian Pronunciation)	/ˈɑːnər/
solemn	/ˈsɒləm/		/ˈsɒləm/
Debt	/dɛbt/	*Addition* (pronouncing the letter 'b' that should be a silent letter)	/dɛt/

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Honest	/hɒnɪst/	*Addition* (pronouncing the letter 'h' that should be a silent letter)	/ˈɒnɪst/
plumb	/plʌm/		/plʌm/
Foreign	/ˈfɒrɪdʒn/	*Addition* (pronouncing the letter 'g' or /dʒ/ that should be a silent letter)	/ˈfɒrɪn/

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8th Respondent			
Words (silent letter)	**Student's Pronunciation**	**Types of Errors (made by student)**	**Us Pronunciation**
Knife	/naɪf/		/naɪf/
Lamb	/læm/		/læm/
Talk	/tɔːk/		/tɔːk/
Knock	/nok/	*Misformation* (Indonesian Pronunciation)	/nɒk/
Autumn	/ˈɔːtəm/		/ˈɔːtəm/
Subtle	/sʌbəl/	*Misordering* (replacing the pronunciation of the silent letter 'b' with 't')	/ˈsʌtəl/
Knowledge	/nowledʒ/	*Misformation* (using Indonesian pronunciation for the syllable 'now')	/ˈnɒlɪdʒ/
Hymn	/hɪm/		/hɪm/
Design	/dɪˈzaɪn/		/dɪˈzaɪn/
Mnemonic	/nɪˈmɒnɪk/		/nɪˈmɒnɪk/
Wreath	/wreɪ/	*Misformation* (Indonesian Pronunciation)	/riːθ/
Answer	/ˈænwsər/	*Addition* (pronouncing the letter 'w' that should be a silent letter)	/ˈænsər/
Wrist	/rɪst/		/rɪst/
Island	/ˈaɪlən/	*Omission* (omitting the letter 'd' that should be pronounced)	/ˈaɪlənd/
Guild	/guild/	*Addition* (pronouncing the letter 'u' that should be a silent letter)	/gɪld/
Write	/raɪt/		/raɪt/
Tech	/tɛk/		/tɛk/
Doubt	/daʊb/	*Misordering* (replacing the pronunciation of the silent letter 'b' with 't')	/daʊt/
Psychiatrist	/saɪˈkaɪətrɪst/		/saɪˈkaɪətrɪst/
stomach	/ˈstʌməch/	*Addition* (pronouncing the letter 'h' that should be a silent letter)	/ˈstʌmək/
Listen	/ˈlɪsən/		/ˈlɪsən/
Pneumonia	/njuːˈmoʊniə/		/njuːˈmoʊniə/
bomb	/bɒm/		/bɒm/
Sword	/sɔːrd/		/sɔːrd/
Honor	/ˈɑːnər/		/ˈɑːnər/
solemn	/ˈsɒləm/		/ˈsɒləm/
Debt	/dɛb/	*Misordering* (replacing the pronunciation of the silent letter 'b' with 't')	/dɛt/
Honest	/ˈɒnɪst/		/ˈɒnɪst/

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plumb	/plʌm/		/plʌm/
Foreign	/'fɒrɪdʒ/	*Misordering* (replacing the pronunciation of the silent letter 'g' or/dʒ/ with 'n')	/'fɒrɪn/

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9th Respondent			
Words (silent letter)	**Student's Pronunciation**	**Types of Errors (made by student)**	**Us Pronunciation**
Knife	/naɪf/		/naɪf/
Lamb	/læm/		/læm/
Talk	/tɔːk/		/tɔːk/
Knock	/nɒk/		/nɒk/
Autumn	/ˈɔːdum/	*Misformation* (changing the structure of word pronunciation)	/ˈɔːtəm/
Subtle	/sʌtəl/		/ˈsʌtəl/
Knowledge	/ˈnɒlɪdʒ/		/ˈnɒlɪdʒ/
Hymn	/hɪm/		/hɪm/
Design	/desaɪnd/	*Misformation* (Indonesian Pronunciation)	/dɪˈzaɪn/
Mnemonic	/nɪˈmɒnɪk/		/nɪˈmɒnɪk/
Wreath	/wriːθ/	*Addition* (pronouncing the letter 'w' that should be a silent letter)	/riːθ/
Answer	/ˈænsər/		/ˈænsər/
Wrist	/rɪst/		/rɪst/
Island	/ˈaɪlən/	*Omission* (omitting the letter 'd' that should be pronounced)	/ˈaɪlənd/
Guild	/gɪld/		/gɪld/
Write	/wraɪt/	*Addition* (pronouncing the letter 'w' that should be a silent letter)	/raɪt/
Tech	/tɛk/		/tɛk/
Doubt	/daʊb/	*Misordering* (replacing the pronunciation of the silent letter 'b' with 't')	/daʊt/
Psychiatrist	/saɪˈkaɪətrɪst/		/saɪˈkaɪətrɪst/
stomach	/ˈstʌmək/		/ˈstʌmək/
Listen	/ˈlɪsən/		/ˈlɪsən/
Pneumonia	/njuːˈmoʊniə/		/njuːˈmoʊniə/
bomb	/bɒmb/	*Addition* (pronouncing the letter 'b' that should be a silent letter)	/bɒm/
Sword	/swɔːrd/	*Addition* (pronouncing the letter 'w' that should be a silent letter)	/sɔːrd/
Honor	/hɑːnər/	*Addition* (pronouncing the letter 'h' that should be a silent letter)	/ˈɑːnər/
solemn	/ˈsɒləmn/	*Addition* (pronouncing the letter 'n' that should be a silent letter)	/ˈsɒləm/
Debt	/dɛbt/	*Addition* (pronouncing the letter 'b' that should be a silent letter)	/dɛt/
Honest	/hɒnɪst/	*Addition* (pronouncing the letter 'h' that should be a silent letter)	/ˈɒnɪst/
plumb	/plʌm/		/plʌm/

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Foreign	/ˈfɒrɪn/		/ˈfɒrɪn/

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10th Respondent			
Words (silent letter)	**Student's Pronunciation**	**Types of Errors (made by student)**	**Us Pronunciation**
Knife	/naɪf/		/naɪf/
Lamb	/læm/		/læm/
Talk	/tɔːk/		/tɔːk/
Knock	/nɒk/		/nɒk/
Autumn	/ˈɔːdəm/	*Misformation* (changing the pronunciation of 't' to 'd' which is not part of the word)	/ˈɔːtəm/
Subtle	/sʌdəl/	*Misformation* (changing the pronunciation of 't' to 'd' which is not part of the word)	/ˈsʌtəl/
Knowledge	/ˈnɒlɪdʒ/		/ˈnɒlɪdʒ/
Hymn	/hɪm/		/hɪm/
Design	/dɪˈzaɪn/		/dɪˈzaɪn/
Mnemonic	/pnɪˈmɒnɪk/	*Addition* (pronouncing the letter 'p' that should be a silent letter)	/nɪˈmɒnɪk/
Wreath	/wriːθ/	*Addition* (pronouncing the letter 'w' that should be a silent letter)	/riːθ/
Answer	/ˈænsər/		/ˈænsər/
Wrist	/rɪst/		/rɪst/
Island	/ˈaɪlən/	*Omission* (omitting the letter 'd' that should be pronounced)	/ˈaɪlənd/
Guild	/gʊɪld/	*Addition* (pronouncing the letter 'u' that should be a silent letter)	/gɪld/
Write	/raɪt/		/raɪt/
Tech	/tɛk/		/tɛk/
Doubt	/daʊb/	*Misordering* (replacing the pronunciation of the silent letter 'b' with 't')	/daʊt/
Psychiatrist	/saɪˈkaɪətrɪst/		/saɪˈkaɪətrɪst/
stomach	/ˈstʌmək/		/ˈstʌmək/
Listen	/ˈlɪsən/		/ˈlɪsən/
Pneumonia	/pnjuːˈmoʊniə/	*Addition* (pronouncing the letter 'p' that should be a silent letter)	/njuːˈmoʊniə/
bomb	/bɒm/		/bɒm/
Sword	/sɔːrd/		/sɔːrd/
Honor	/ˈɑːnər/		/ˈɑːnər/
solemn	/ˈsɒləm/		/ˈsɒləm/
Debt	/dɛt/		/dɛt/
Honest	/ˈɒnɪst/		/ˈɒnɪst/
plumb	/plʌmb/	*Addition* (pronouncing the letter 'b' that should be a silent letter)	/plʌm/

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Foreign	/ˈfɒrɪn/		/ˈfɒrɪn/

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11th Respondent			
Words (silent letter)	**Student's Pronunciation**	**Types of Errors (made by student)**	**Us Pronunciation**
Knife	/naɪf/		/naɪf/
Lamb	/læm/		/læm/
Talk	/tɔːk/		/tɔːk/
Knock	/nɒk/		/nɒk/
Autumn	/ˈɔːdəm/	*Misformation* (changing the pronunciation of 't' to 'd' which is not part of the word)	/ˈɔːtəm/
Subtle	/sʌdəl/	*Misformation* (changing the pronunciation of 't' to 'd' which is not part of the word)	/ˈsʌtəl/
Knowledge	/nowledʒ/	*Misformation* (using Indonesian pronunciation for the syllable 'now')	/ˈnɒlɪdʒ/
Hymn	/hɪm/		/hɪm/
Design	/dɪˈzaɪn/		/dɪˈzaɪn/
Mnemonic	/nɪˈmɒnɪk/		/nɪˈmɒnɪk/
Wreath	/wriːθ/	*Addition* (pronouncing the letter 'w' that should be a silent letter)	/riːθ/
Answer	/ˈænsər/		/ˈænsər/
Wrist	/wrɪst/	*Addition* (pronouncing the letter 'w' that should be a silent letter)	/rɪst/
Island	/ˈaɪlən/	*Omission* (omitting the letter 'd' that should be pronounced)	/ˈaɪlənd/
Guild	/gɪld/		/gɪld/
Write	/wraɪt/	*Addition* (pronouncing the letter 'w' that should be a silent letter)	/raɪt/
Tech	/tɛk/		/tɛk/
Doubt	/daʊt/		/daʊt/
Psychiatrist	/psaɪˈkaɪətrɪst/	*Addition* (pronouncing the letter 'p' that should be a silent letter)	/saɪˈkaɪətrɪst/
stomach	/ˈstʌmək/		/ˈstʌmək/
Listen	/ˈlɪsən/		/ˈlɪsən/
Pneumonia	/njuːˈmoʊniə/		/njuːˈmoʊniə/
bomb	/bɒm/		/bɒm/
Sword	/sɔːrd/		/sɔːrd/
Honor	/haːnər/	*Addition* (pronouncing the letter 'h' that should be a silent letter)	/ˈɑːnər/
solemn	/ˈsɒləm/		/ˈsɒləm/
Debt	/dɛbt/	*Addition* (pronouncing the letter 'b' that should be a silent letter)	/dɛt/
Honest	/hɒnɪst/	*Addition* (pronouncing the letter 'h' that should be a silent letter)	/ˈɒnɪst/

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plumb	/plʌmb/	*Addition* (pronouncing the letter 'b' that should be a silent letter)	/plʌm/
Foreign	/ˈfɒrɪdʒn/	*Addition* (pronouncing the letter 'g' or /dʒ/ that should be a silent letter)	/ˈfɒrɪn/

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12th Respondent			
Words (silent letter)	**Student's Pronunciation**	**Types of Errors (made by student)**	**Us Pronunciation**
Knife	/naɪf/		/naɪf/
Lamb	/læm/		/læm/
Talk	/tɔːk/		/tɔːk/
Knock	/nɒk/		/nɒk/
Autumn	/ˈɔːtəmn/	*Addition* (pronouncing the letter 'n' that should be a silent letter)	/ˈɔːtəm/
Subtle	/ˈsʌtəl/		/ˈsʌtəl/
Knowledge	/ˈnɒlɪdʒ/		/ˈnɒlɪdʒ/
Hymn	/hɪm/		/hɪm/
Design	/dɪˈzaɪn/		/dɪˈzaɪn/
Mnemonic	/nɪˈmɒnɪk/		/nɪˈmɒnɪk/
Wreath	/wriːθ/	*Addition* (pronouncing the letter 'w' that should be a silent letter)	/riːθ/
Answer	/ˈænsər/		/ˈænsər/
Wrist	/rɪst/		/rɪst/
Island	/ˈaɪlən/	*Omission* (omitting the letter 'd' that should be pronounced)	/ˈaɪlənd/
Guild	/gɪld/		/gɪld/
Write	/raɪt/		/raɪt/
Tech	/tɛk/		/tɛk/
Doubt	/daʊbt/	*Addition* (pronouncing the letter 'b' that should be a silent letter)	/daʊt/
Psychiatrist	/saɪˈkaɪətrɪst/		/saɪˈkaɪətrɪst/
stomach	/ˈstʌmək/		/ˈstʌmək/
Listen	/ˈlɪsən/		/ˈlɪsən/
Pneumonia	/njuːˈmoʊniə/		/njuːˈmoʊniə/
bomb	/bɒm/		/bɒm/
Sword	/sɔːrd/		/sɔːrd/
Honor	/ˈɑːnər/		/ˈɑːnər/
solemn	/ˈsɒləm/		/ˈsɒləm/
Debt	/dɛbt/	*Addition* (pronouncing the letter 'b' that should be a silent letter)	/dɛt/
Honest	/ˈɒnɪst/		/ˈɒnɪst/
plumb	/plʌm/		/plʌm/
Foreign	/ˈfɒrɪndʒ/	*Misformation* (changing the structure of word pronunciation)	/ˈfɒrɪn/

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13th Respondent			
Words (silent letter)	**Student's Pronunciation**	**Types of Errors (made by student)**	**Us Pronunciation**
Knife	/naɪf/		/naɪf/
Lamb	/læm/		/læm/
Talk	/tɔːlk/	*Addition* (pronouncing the letter 'n' that should be a silent letter)	/tɔːk/
Knock	/nɒk/		/nɒk/
Autumn	/antum/	*Misformation* (changing the structure of word pronunciation)	/ˈɔːtəm/
Subtle	/subtel/	*Misformation* (Indonesian Pronunciation)	/ˈsʌtəl/
Knowledge	/ˈnɒlɪdʒ/		/ˈnɒlɪdʒ/
Hymn	/hɪm/		/hɪm/
Design	/dɪˈzaɪn/		/dɪˈzaɪn/
Mnemonic	/mnɪˈmɒnɪk/	*Addition* (pronouncing the letter 'm' that should be a silent letter)	/nɪˈmɒnɪk/
Wreath	/riːθ/		/riːθ/
Answer	/ˈænsər/		/ˈænsər/
Wrist	/rɪst/		/rɪst/
Island	/ˈaɪlən/	*Omission* (omitting the letter 'd' that should be pronounced)	/ˈaɪlənd/
Guild	/gɔɪl/	*Misformation* (changing the structure of word pronunciation)	/gɪld/
Write	/wraɪt/	*Addition* (pronouncing the letter 'w' that should be a silent letter)	/raɪt/
Tech	/tɛch/	*Addition* (pronouncing the letter 'h' that should be a silent letter)	/tɛk/
Doubt	/daʊb/	*Misordering* (replacing the pronunciation of the silent letter 'b' with 't')	/daʊt/
Psychiatrist	/psɪˈkɪantɪs/	*Misformation* (changing the structure of word pronunciation)	/saɪˈkaɪətrɪst/
stomach	/ˈstʌməch/	*Addition* (pronouncing the letter 'h' that should be a silent letter)	/ˈstʌmək/
Listen	/ˈlɪsən/		/ˈlɪsən/
Pneumonia	/pnjuːˈmoʊniə/	*Addition* (pronouncing the letter 'p' that should be a silent letter)	/njuːˈmoʊniə/
bomb	/bɒm/		/bɒm/
Sword	/swɔːrd/	*Addition* (pronouncing the letter 'w' that should be a silent letter)	/sɔːrd/
Honor	/hɑːnər/	*Addition* (pronouncing the letter 'h' that should be a silent letter)	/ˈɑːnər/
solemn	/ˈsɒləm/		/ˈsɒləm/

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Debt	/dɛb/	*Misordering* (replacing the pronunciation of the silent letter 'b' with 't')	/dɛt/
Honest	/hɒnɪst/	*Addition* (pronouncing the letter 'h' that should be a silent letter)	/ˈɒnɪst/
plumb	/plʌm/		/plʌm/
Foreign	/ˈfɒrɪdʒn/	*Addition* (pronouncing the letter 'g' or /dʒ/ that should be a silent letter)	/ˈfɒrɪn/

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14th Respondent			
Words (silent letter)	**Student's Pronunciation**	**Types of Errors (made by student)**	**Us Pronunciation**
Knife	/naɪf/		/naɪf/
Lamb	/læm/		/læm/
Talk	/tɔːk/		/tɔːk/
Knock	/nɒk/		/nɒk/
Autumn	/ˈɔːdəm/	*Misformation* (changing the pronunciation of 't' to 'd' which is not part of the word)	/ˈɔːtəm/
Subtle	/sʌdəl/	*Misformation* (changing the pronunciation of 't' to 'd' which is not part of the word)	/ˈsʌtəl/
Knowledge	/ˈnɒlɪdʒ/		/ˈnɒlɪdʒ/
Hymn	/hɪm/		/hɪm/
Design	/dɪˈzaɪn/		/dɪˈzaɪn/
Mnemonic	/nɪˈmɒnɪk/		/nɪˈmɒnɪk/
Wreath	/writ/	*Misformation* (Indonesian Pronunciation)	/riːθ/
Answer	/ˈænsər/		/ˈænsər/
Wrist	/wrɪst/	*Addition* (pronouncing the letter 'w' that should be a silent letter)	/rɪst/
Island	/ˈaɪsləɴd/	*Addition* (pronouncing the letter 's' that should be a silent letter)	/ˈaɪləɴd/
Guild	/gaɪld/	*Misformation* (adding an 'a' that is not part of the word)	/gɪld/
Write	/raɪt/		/raɪt/
Tech	/cɛk/	*Misformation* (changing the structure of word pronunciation)	/tɛk/
Doubt	/daʊb/	*Misordering* (replacing the pronunciation of the silent letter 'b' with 't')	/daʊt/
Psychiatrist	/sɪkɪatrɪk/	*Misformation* (changing the structure of word pronunciation)	/saɪˈkaɪətrɪst/
stomach	/ˈstʌmək/		/ˈstʌmək/
Listen	/ˈlɪsən/		/ˈlɪsən/
Pneumonia	/njuːˈmoʊniə/		/njuːˈmoʊniə/
bomb	/bɒm/		/bɒm/
Sword	/sɔːrd/		/sɔːrd/
Honor	/ˈɑːnər/		/ˈɑːnər/
solemn	/ˈsɒləm/		/ˈsɒləm/
Debt	/dɛt/		/dɛt/
Honest	/ˈɒnɪst/		/ˈɒnɪst/

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plumb	/plem/	*Misformation* (changing the pronunciation of 'ʌ' to 'e/' which is not part of the word)	/plʌm/
Foreign	/ˈfɒrɪn/		/ˈfɒrɪn/

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15th Respondent			
Words (Silent letter)	**Student's Pronunciation**	**Types of Errors (made by student)**	**Us Pronunciation**
Knife	/naɪf/		/naɪf/
Lamb	/læm/		/læm/
Talk	/tuk/	*Misformation* (changing the structure of word pronunciation)	/tɔːk/
Knock	/knɒk/	*Addition* (pronouncing the letter 'k' that should be a silent letter)	/nɒk/
Autumn	/ˈɔːdəm/	*Misformation* (changing the pronunciation of 't' to 'd' which is not part of the word)	/ˈɔːtəm/
Subtle	/sʌdəl/	*Misformation* (changing the pronunciation of 't' to 'd' which is not part of the word)	/ˈsʌtəl/
Knowledge	/nowlɪdʒ/	*Misformation* (using Indonesian pronunciation for the syllable 'now')	/ˈnɒlɪdʒ/
Hymn	/hɪm/		/hɪm/
Design	/dɪˊzaɪn/		/dɪˊzaɪn/
Mnemonic	/nɪˈmɒnɪk/		/nɪˈmɒnɪk/
Wreath	/wrɪt/	*Misformation* (Indonesian Pronunciation)	/riːθ/
Answer	/ˈænsər/		/ˈænsər/
Wrist	/rɪst/		/rɪst/
Island	/ˈaɪlən/	*Omission* (omitting the letter 'd' that should be pronounced)	/ˈaɪlənd/
Guild	/gaɪld/	*Misformation* (adding an 'a' that is not part of the word)	/gɪld/
Write	/raɪt/		/raɪt/
Tech	/tich/	*Misformation* (changing the pronunciation of 'e' to 'i' and pronouncing 'h' that should be a silent letter"	/tɛk/
Doubt	/doub/	*Misformation* (Indonesian Pronunciation)	/daʊt/
Psychiatrist	/skratis/	*Misformation* (changing the structure of word pronunciation)	/saɪˈkaɪətrɪst/
stomach	/ˈstʌmək/		/ˈstʌmək/
Listen	/ˈlɪsən/		/ˈlɪsən/
Pneumonia	/pnjuːˈmoʊniə/	*Addition* (pronouncing the letter 'p' that should be a silent letter)	/njuːˈmoʊniə/
bomb	/bɒm/		/bɒm/
Sword	/swɔːrd/	*Addition* (pronouncing the letter 'w' that should be a silent letter)	/sɔːrd/
Honor	/ˈɑːnər/		/ˈɑːnər/

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solemn	/ˈsɒləm/		/ˈsɒləm/
Debt	/dɛb/	*Misordering* (replacing the pronunciation of the silent letter 'b' with 't')	/dɛt/
Honest	/ˈɒnɪst/		/ˈɒnɪst/
plumb	/plʌm/		/plʌm/
Foreign	/ˈfɒrɪdʒn/	*Addition* (pronouncing the letter 'g' or /dʒ/ that should be a silent letter)	/ˈfɒrɪn/

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16th Respondent			
Words (Silent letter)	**Student's Pronunciation**	**Types of Errors (made by student)**	**Us Pronunciation**
Knife	/naɪf/		/naɪf/
Lamb	/læmb/	*Addition* (pronouncing the letter 'b' that should be a silent letter)	/læm/
Talk	/tɔːk/		/tɔːk/
Knock	/nɒk/		/nɒk/
Autumn	/ˈɔːdəm/	*Misformation* (changing the pronunciation of 't' to 'd' which is not part of the word)	/ˈɔːtəm/
Subtle	/sʌdəl/	*Misformation* (changing the pronunciation of 't' to 'd' which is not part of the word)	/ˈsʌtəl/
Knowledge	/ˈnɒlɪdʒ/		/ˈnɒlɪdʒ/
Hymn	/hɪm/		/hɪm/
Design	/dɪˈzaɪn/		/dɪˈzaɪn/
Mnemonic	/nɪˈmɒnɪk/		/nɪˈmɒnɪk/
Wreath	/wreth/	*Misformation* (Indonesian Pronunciation)	/riːθ/
Answer	/ˈænsər/		/ˈænsər/
Wrist	/wrɪst/	*Addition* (pronouncing the letter 'w' that should be a silent letter)	/rɪst/
Island	/ˈaɪlənd/		/ˈaɪlənd/
Guild	/guld/	*Misordering* (replacing the pronunciation of the silent letter 'u' with 'ɪ')	/gɪld/
Write	/raɪt/		/raɪt/
Tech	/tɛk/		/tɛk/
Doubt	/daʊbt/	*Addition* (pronouncing the letter 'b' that should be a silent letter)	/daʊt/
Psychiatrist	/saɪsistrɪst/	*Misformation* (changing the structure of word pronunciation)	/saɪˈkaɪətrɪst/
stomach	/ˈstʌmək/		/ˈstʌmək/
Listen	/ˈlɪsən/		/ˈlɪsən/
Pneumonia	/njuːˈmoʊniə/		/njuːˈmoʊniə/
bomb	/bɒm/		/bɒm/
Sword	/sɔːrd/		/sɔːrd/
Honor	/hɑːnər/	*Addition* (pronouncing the letter 'h' that should be a silent letter)	/ˈɑːnər/
solemn	/ˈsɒləm/		/ˈsɒləm/
Debt	/dɛbt/	*Addition* (pronouncing the letter 'b' that should be a silent letter)	/dɛt/
Honest	/hɒnɪst/	*Addition* (pronouncing the letter 'h' that should be a silent letter)	/ˈɒnɪst/

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plumb	/plʌm/		/plʌm/
Foreign	/'fɒrɪndʒ/	*Misformation* (changing the structure of word pronunciation)	/'ɟɒrɪn/

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17th Respondent			
Words (Silent letter)	**Student's Pronunciation**	**Types of Errors (made by student)**	**Us Pronunciation**
Knife	/naɪf/		/naɪf/
Lamb	/læm/		/læm/
Talk	/tɔːk/		/tɔːk/
Knock	/nɒk/		/nɒk/
Autumn	/ˈɔːtəm/		/ˈɔːtəm/
Subtle	/sʌdəl/	*Misformation* (changing the pronunciation of 't' to 'd' which is not part of the word)	/ˈsʌtəl/
Knowledge	/ˈnɒlɪdʒ/		/ˈnɒlɪdʒ/
Hymn	/hɪm/		/hɪm/
Design	/dɪˊzaɪn/		/dɪˊzaɪn/
Mnemonic	/nɪˈmɒnɪk/		/nɪˈmɒnɪk/
Wreath	/wreth/	*Misformation* (Indonesian Pronunciation)	/riːθ/
Answer	/ˈænsər/		/ˈænsər/
Wrist	/wrɪst/	*Addition* (pronouncing the letter 'w' that should be a silent letter)	/rɪst/
Island	/ˈaɪlən/	Omission	/ˈaɪlənd/
Guild	/gʊɪld/	*Addition* (pronouncing the letter 'u' that should be a silent letter)	/gɪld/
Write	/raɪt/		/raɪt/
Tech	/tɛch/	*Addition* (pronouncing the letter 'h' that should be a silent letter)	/tɛk/
Doubt	/daʊbt/	*Addition* (pronouncing the letter 'b' that should be a silent letter)	/daʊt/
Psychiatrist	/saɪˈkaɪətrɪst/		/saɪˈkaɪətrɪst/
stomach	/ˈstʌmək/		/ˈstʌmək/
Listen	/ˈlɪssən/	*Misformation* (adding an 's' that is not part of the word)	/ˈlɪsən/
Pneumonia	/njuːˈmoʊniə/		/njuːˈmoʊniə/
bomb	/bɒm/		/bɒm/
Sword	/swɔːrd/	*Addition* (pronouncing the letter 'w' that should be a silent letter)	/sɔːrd/
Honor	/ˈɑːnər/		/ˈɑːnər/
solemn	/ˈsɒləm/		/ˈsɒləm/
Debt	/dɛbt/	*Addition* (pronouncing the letter 'b' that should be a silent letter)	/dɛt/
Honest	/ˈɒnɪst/		/ˈɒnɪst/
plumb	/lʌm/	*Omission* (omitting the letter 'd' that should be pronounced)	/plʌm/

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Foreign	/'fɒrɪndʒ/	*Misformation* (changing the structure of word pronunciation)	/'ɾɒrɪn/

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18th Respondent			
Words (Silent letter)	**Student's Pronunciation**	**Types of Errors (made by student)**	**Us Pronunciation**
Knife	/naɪf/		/naɪf/
Lamb	/læm/		/læm/
Talk	/tɔːk/		/tɔːk/
Knock	/nɒk/		/nɒk/
Autumn	/ˈɔːdəm/	*Misformation* (changing the pronunciation of 't' to 'd' which is not part of the word)	/ˈɔːtəm/
Subtle	/sʌdəl/	*Misformation* (changing the pronunciation of 't' to 'd' which is not part of the word)	/ˈsʌtəl/
Knowledge	/ˈnɒlɪdʒ/		/ˈnɒlɪdʒ/
Hymn	/hɪm/		/hɪm/
Design	/dɪˈzaɪn/		/dɪˈzaɪn/
Mnemonic	/nɪˈmɒnɪk/		/nɪˈmɒnɪk/
Wreath	/riːθ/		/riːθ/
Answer	/ˈænsər/		/ˈænsər/
Wrist	/rɪst/		/rɪst/
Island	/ˈaɪlənd/		/ˈaɪlənd/
Guild	/gɪld/		/gɪld/
Write	/raɪt/		/raɪt/
Tech	/tɛk/		/tɛk/
Doubt	/daʊbt/	*Addition* (pronouncing the letter 'b' that should be a silent letter)	/daʊt/
Psychiatrist	/saɪˈsɪatrɪs/	*Misformation* (changing the structure of word pronunciation)	/saɪˈkaɪətrɪst/
stomach	/ˈstʌmək/		/ˈstʌmək/
Listen	/ˈlɪsən/		/ˈlɪsən/
Pneumonia	/njuːˈmoʊniə/		/njuːˈmoʊniə/
bomb	/bɒm/		/bɒm/
Sword	/sɔːrd/		/sɔːrd/
Honor	/ˈɑːnər/		/ˈɑːnər/
solemn	/ˈsɒləmn/	*Addition* (pronouncing the letter 'n' that should be a silent letter)	/ˈsɒləm/
Debt	/dɛt/		/dɛt/
Honest	/ˈɒnɪst/		/ˈɒnɪst/
plumb	/plʌm/		/plʌm/
Foreign	/fɒreɪnd/	*Misformation* (changing the structure of word pronunciation)	/ˈfɒrɪn/

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19th Respondent			
Words (Silent letter)	**Student's Pronunciation**	**Types of Errors (made by student)**	**Us Pronunciation**
Knife	/naɪf/		/naɪf/
Lamb	/læm/		/læm/
Talk	/tɔːk/		/tɔːk/
Knock	/nok/	*Misformation* (Indonesian Pronunciation)	/nɒk/
Autumn	/autum/	*Misformation* (Indonesian Pronunciation)	/ˈɔːtəm/
Subtle	/sʌdəl/	*Misformation* (changing the pronunciation of 't' to 'd' which is not part of the word)	/ˈsʌtəl/
Knowledge	/ˈnɒlɪdʒ/		/ˈnɒlɪdʒ/
Hymn	/hɪm/		/hɪm/
Design	/dɪˊzaɪn/		/dɪˊzaɪn/
Mnemonic	/pnɪˈmɒnɪk/	*Addition* (pronouncing the letter 'p' that should be a silent letter)	/nɪˈmɒnɪk/
Wreath	/wret/	*Misformation* (Indonesian Pronunciation)	/riːθ/
Answer	/ˈænswər/	*Addition* (pronouncing the letter 'w' that should be a silent letter)	/ˈænsər/
Wrist	/wrɪst/	*Addition* (pronouncing the letter 'w' that should be a silent letter)	/rɪst/
Island	/ˈaɪlənd/		/ˈaɪlənd/
Guild	/guɪld/	*Addition* (pronouncing the letter 'u' that should be a silent letter)	/gɪld/
Write	/raɪt/		/raɪt/
Tech	/tɛch/	*Addition* (pronouncing the letter 'h' that should be a silent letter)	/tɛk/
Doubt	/dob/	*Misformation*	/daʊt/
Psychiatrist	/sɪkɪatrɪk/	*Misformation*	/saɪˈkaɪətrɪst/
stomach	/ˈstʌmək/		/ˈstʌmək/
Listen	/ˈlɪsən/		/ˈlɪsən/
Pneumonia	/pnjuːˈmoʊniə/	*Addition* (pronouncing the letter 'p' that should be a silent letter)	/njuːˈmoʊniə/
bomb	/bɒm/		/bɒm/
Sword	/swɔːrd/	*Addition* (pronouncing the letter 'w' that should be a silent letter)	/sɔːrd/
Honor	/hɑːnər/	*Addition* (pronouncing the letter 'h' that should be a silent letter)	/ˈɑːnər/
solemn	/ˈsɒləmn/	*Addition* (pronouncing the letter 'n' that should be a silent letter)	/ˈsɒləm/
Debt	/dɛbt/	*Addition* (pronouncing the letter 'b' that should be a silent letter)	/dɛt/

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Honest	/hɒnɪst/	*Addition* (pronouncing the letter 'h' that should be a silent letter)	/ˈɒnɪst/
plumb	/plʌm/		/plʌm/
Foreign	/ˈfɒrɪndʒ/	*Misformation* (changing the structure of word pronunciation)	/ˈfɒrɪn/

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20th Respondent			
Words (Silent letter)	**Student's Pronunciation**	**Types of Errors (made by student)**	**Us Pronunciation**
Knife	/naɪf/		/naɪf/
Lamb	/læm/		/læm/
Talk	/tɔːk/		/tɔːk/
Knock	/nɒk/		/nɒk/
Autumn	/autum/	*Misformation* (Indonesian Pronunciation)	/ˈɔːtəm/
Subtle	/sʌdəl/	*Misformation* (changing the pronunciation of 't' to 'd' which is not part of the word)	/ˈsʌtəl/
Knowledge	/ˈnɒlɪdʒ/		/ˈnɒlɪdʒ/
Hymn	/hɪm/		/hɪm/
Design	/dɪˈzaɪn/		/dɪˈzaɪn/
Mnemonic	/nɪˈmɒnɪk/		/nɪˈmɒnɪk/
Wreath	/riːθ/		/riːθ/
Answer	/ˈænsər/		/ˈænsər/
Wrist	/rɪst/		/rɪst/
Island	/ˈaɪlənd/		/ˈaɪlənd/
Guild	/gɪld/		/gɪld/
Write	/raɪt/		/raɪt/
Tech	/tɛk/		/tɛk/
Doubt	/daʊt/		/daʊt/
Psychiatrist	/saɪˈkaɪətrɪst/		/saɪˈkaɪətrɪst/
stomach	/ˈstʌməch/	*Addition* (pronouncing the letter 'h' that should be a silent letter)	/ˈstʌmək/
Listen	/ˈlɪsən/		/ˈlɪsən/
Pneumonia	/njuːˈmoʊniə/		/njuːˈmoʊniə/
bomb	/bɒm/		/bɒm/
Sword	/swɔːrd/	*Addition* (pronouncing the letter 'w' that should be a silent letter)	/sɔːrd/
Honor	/ˈɑːnər/		/ˈɑːnər/
solemn	/ˈsɒləm/		/ˈsɒləm/
Debt	/dɛbt/	*Addition* (pronouncing the letter 'b' that should be a silent letter)	/dɛt/
Honest	/ˈɒnɪst/		/ˈɒnɪst/
plumb	/plʌm/		/plʌm/
Foreign	/ˈfɒrɪn/		/ˈfɒrɪn/

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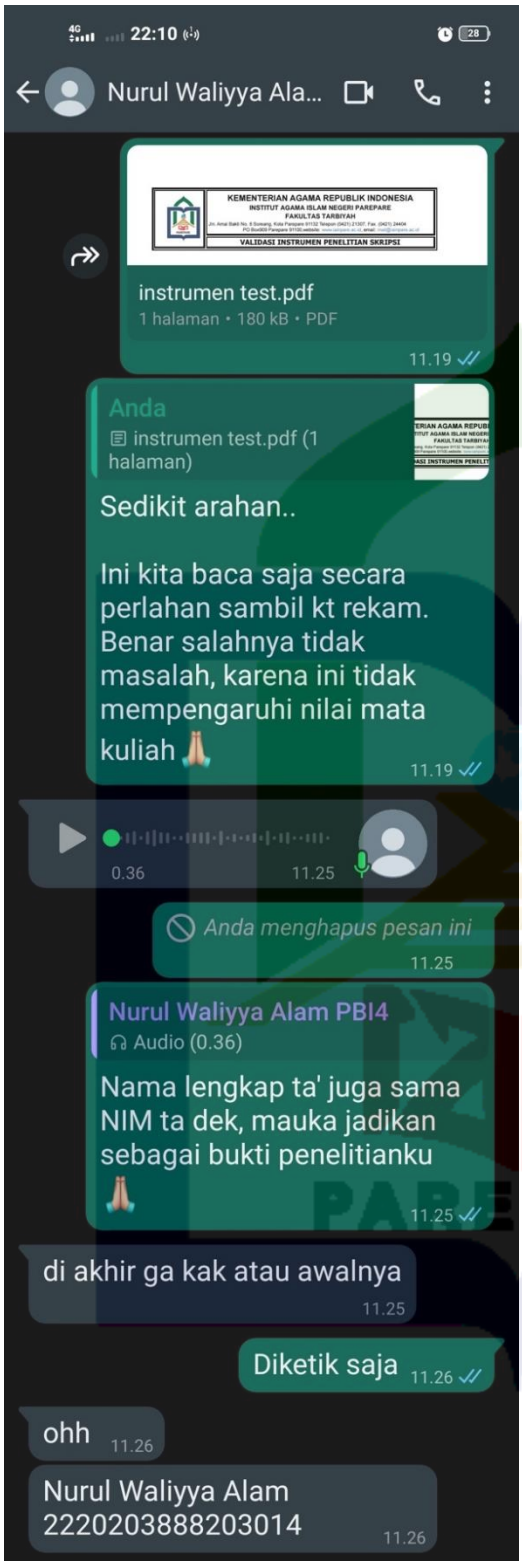
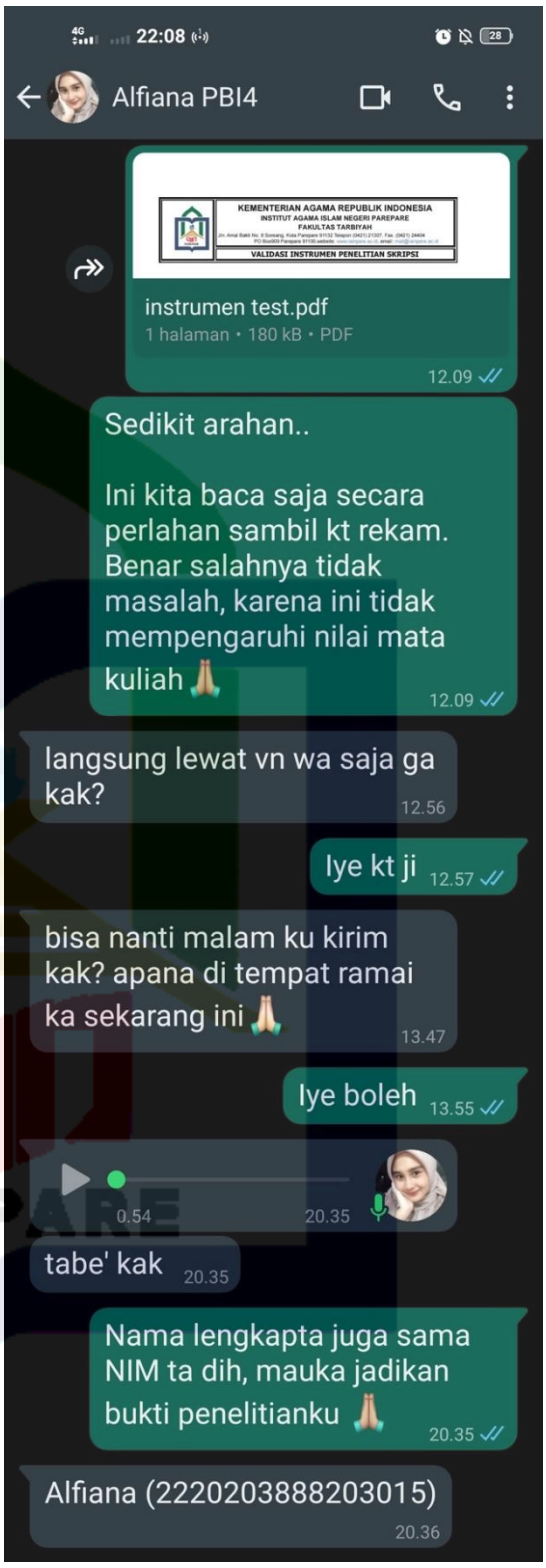
APPENDIX 4. DOCUMENTATION





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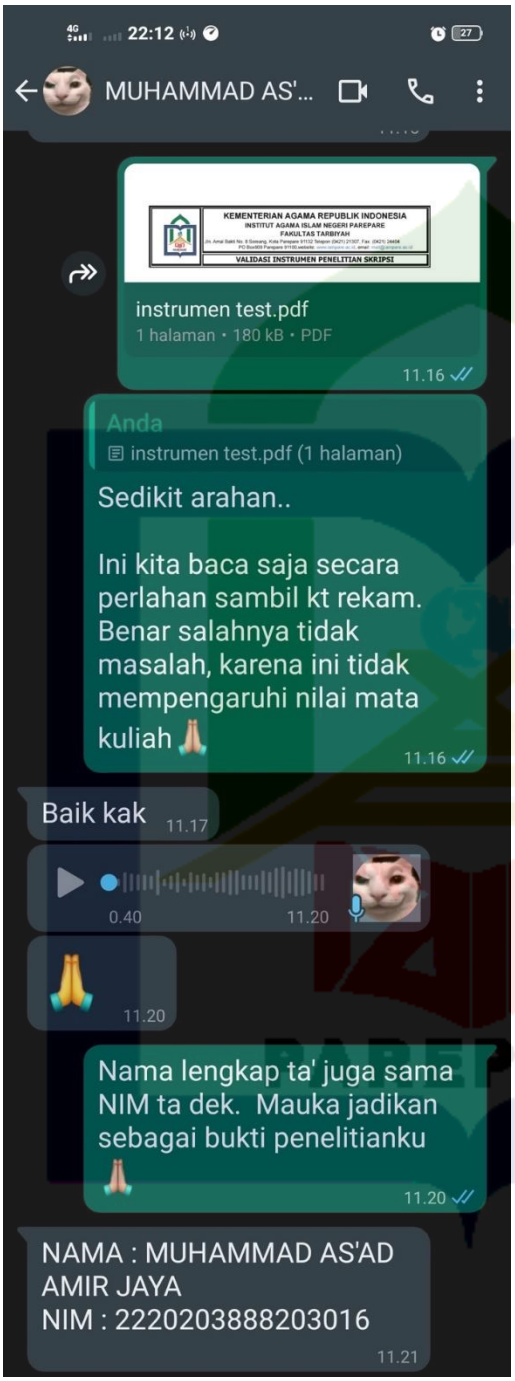

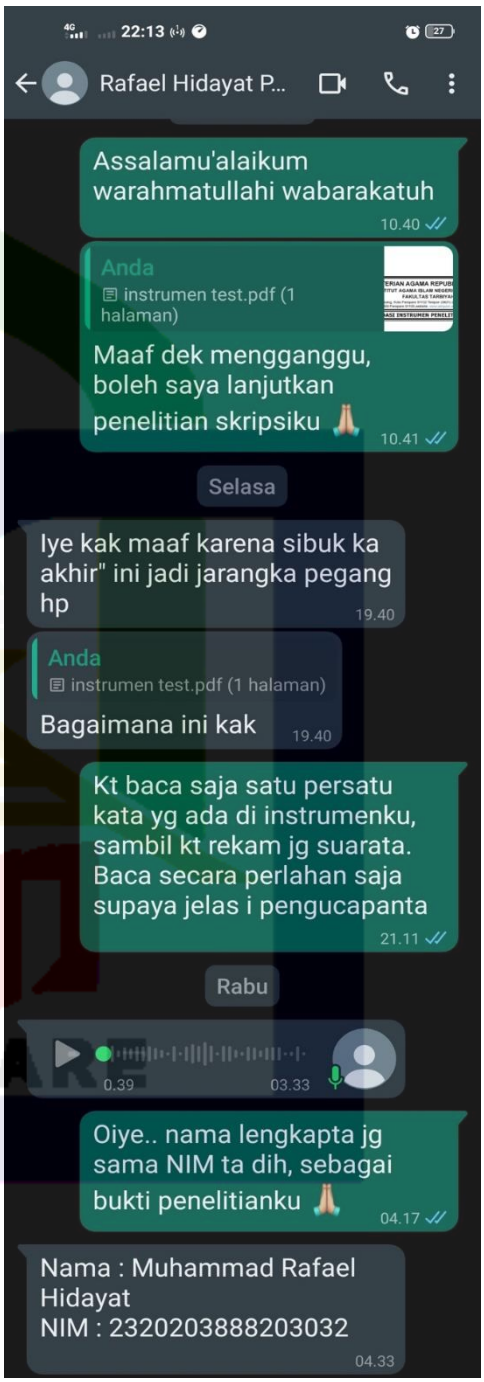

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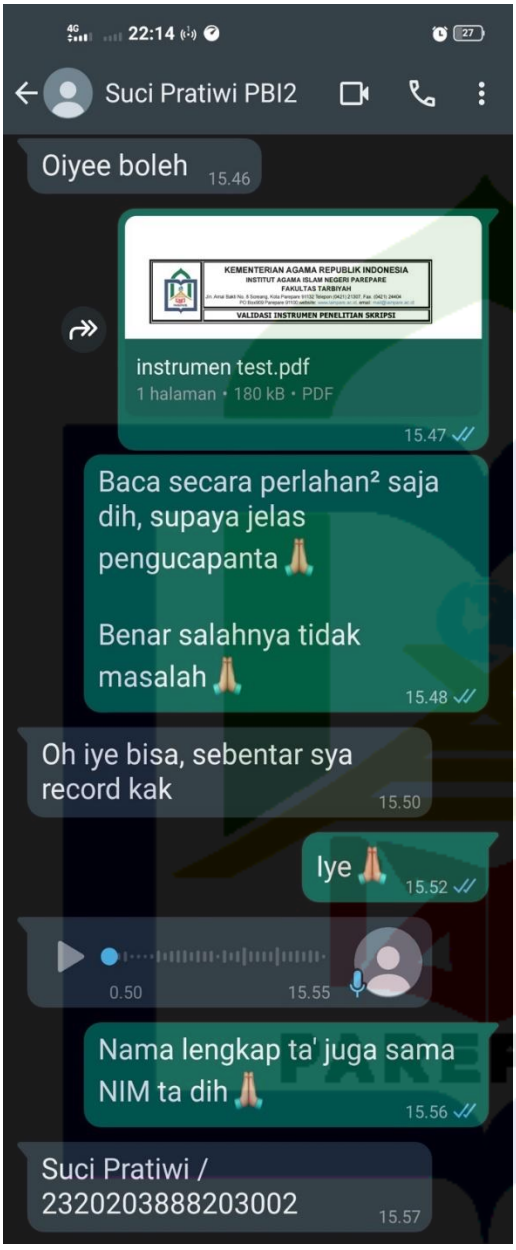

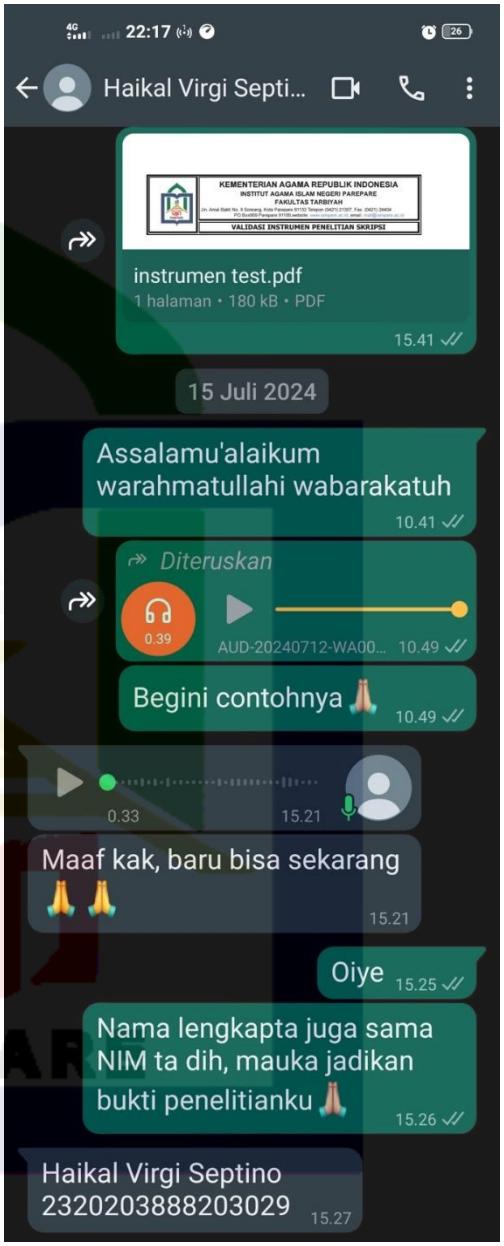

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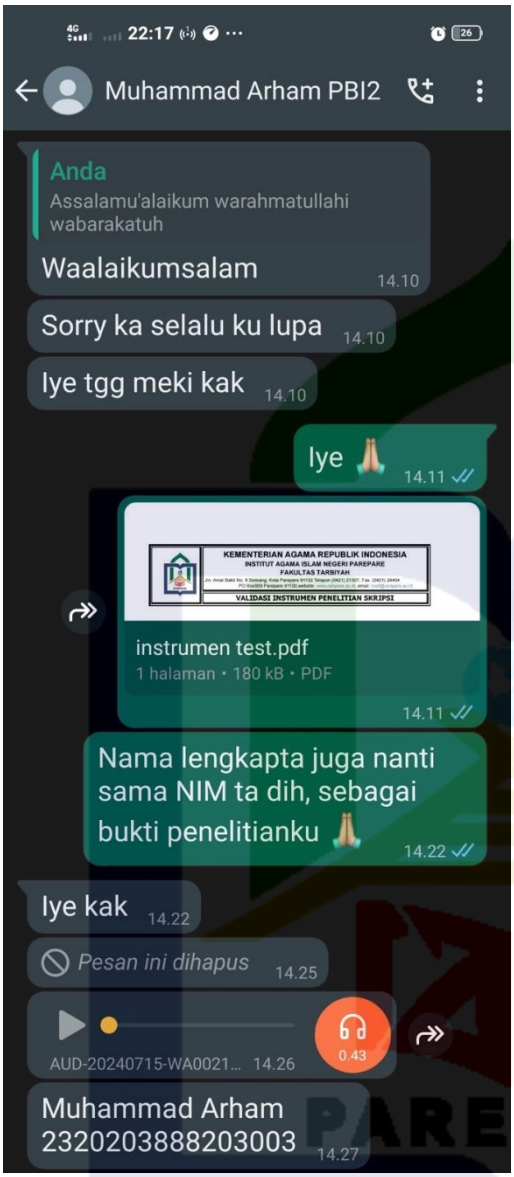

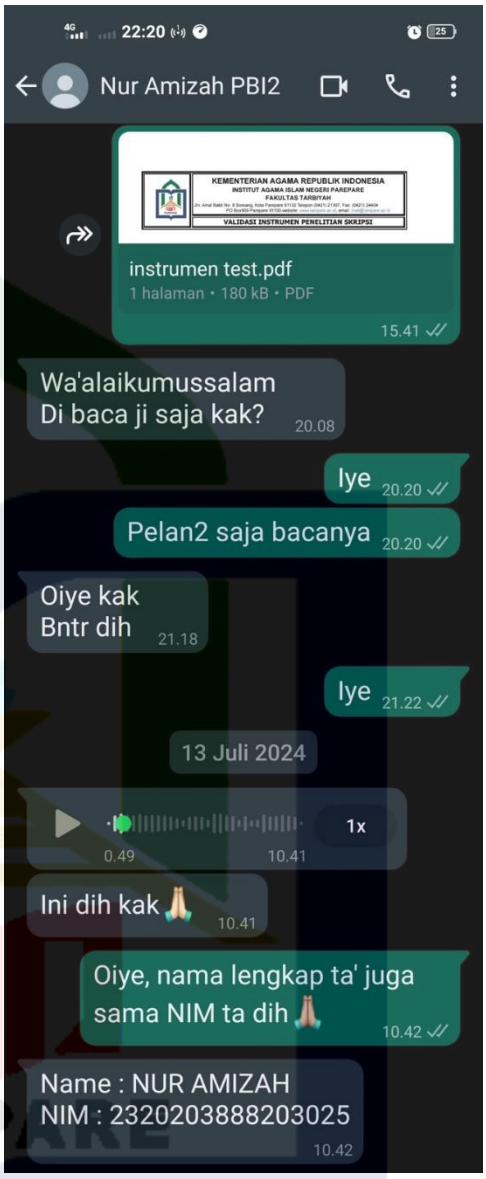

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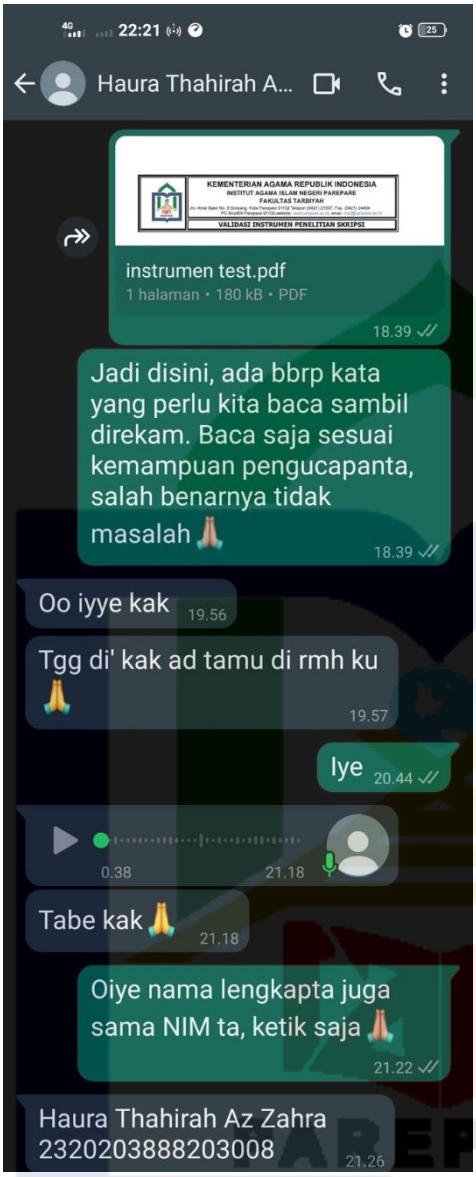

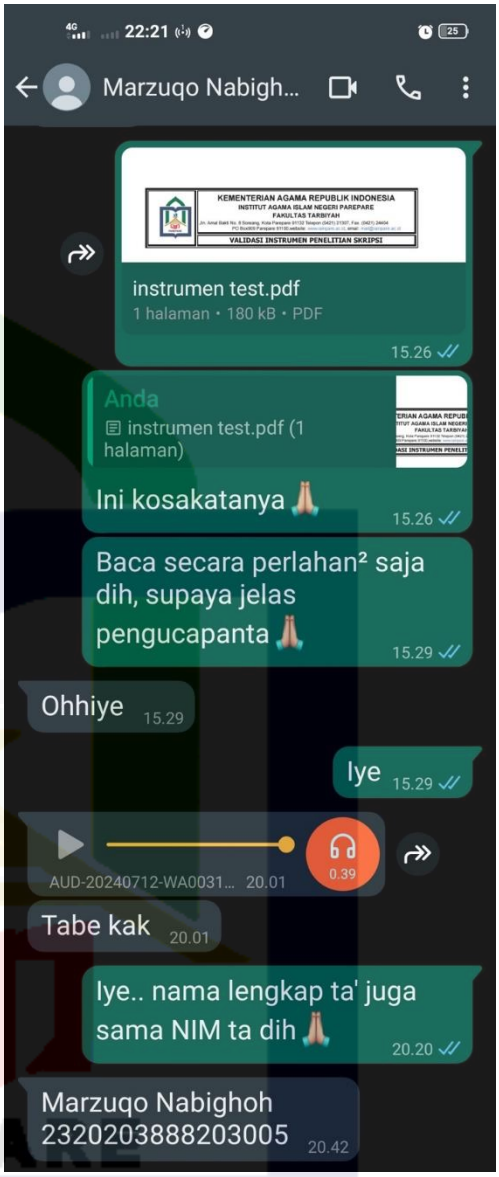

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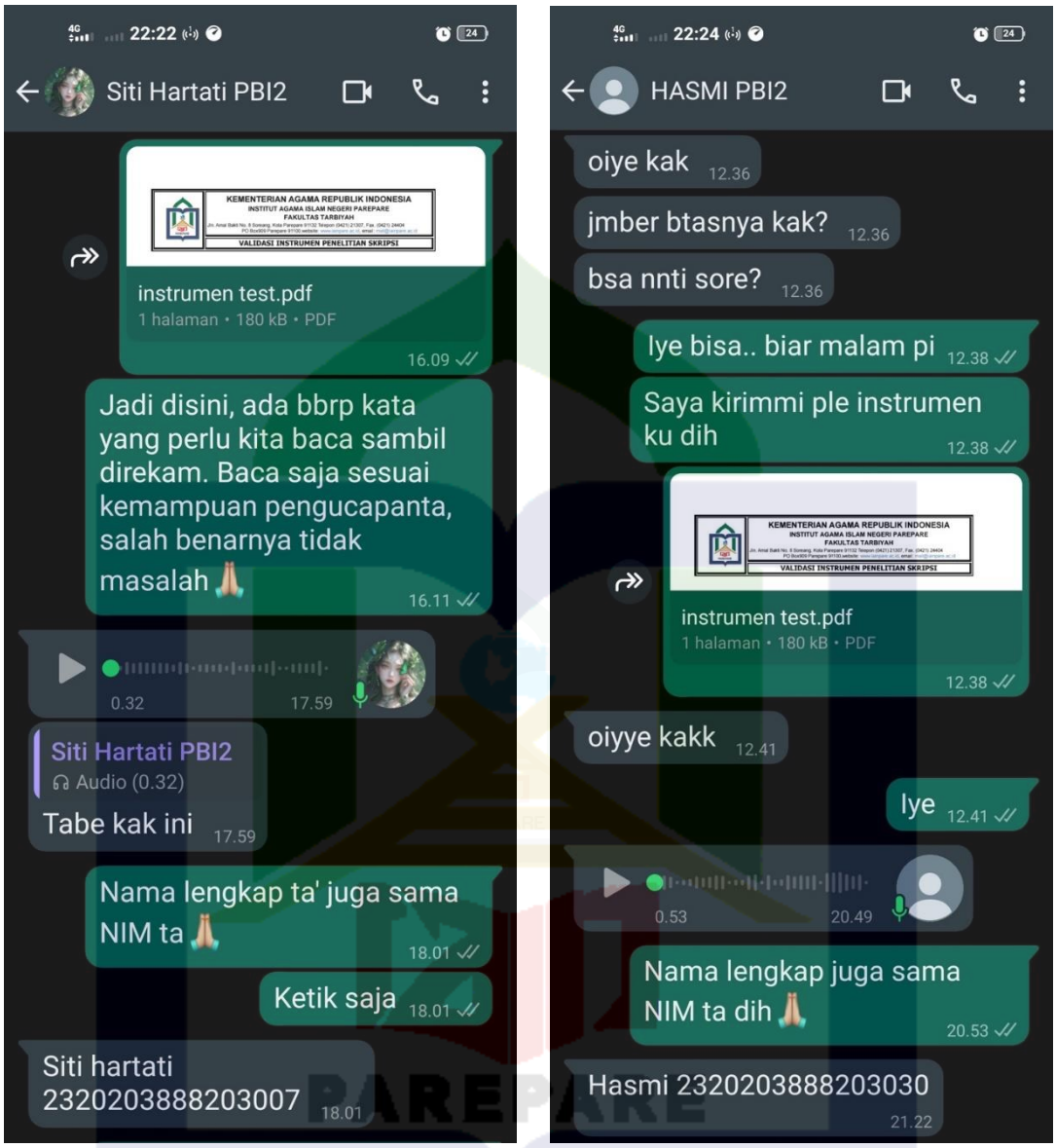

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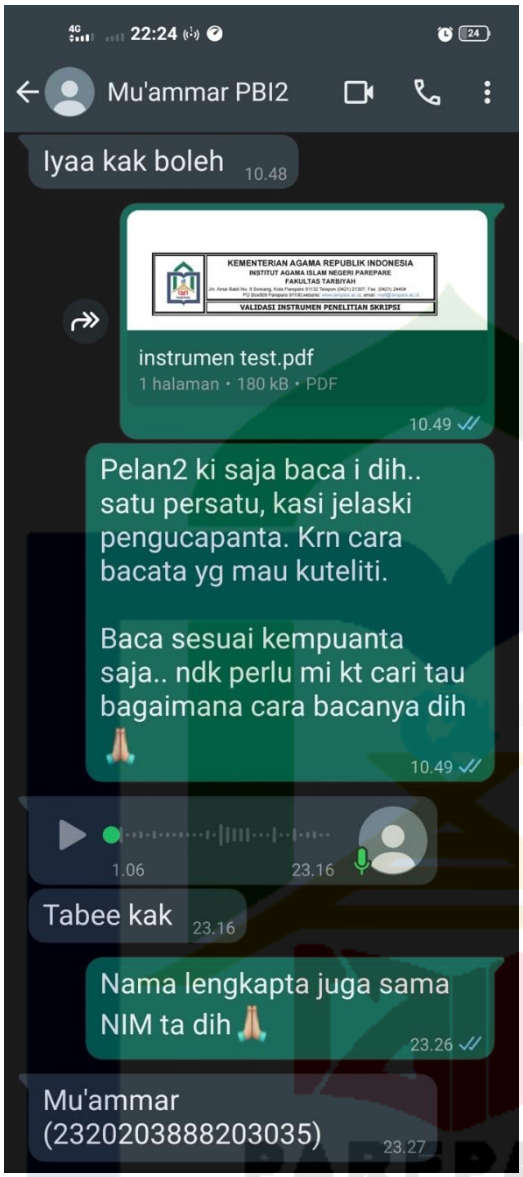

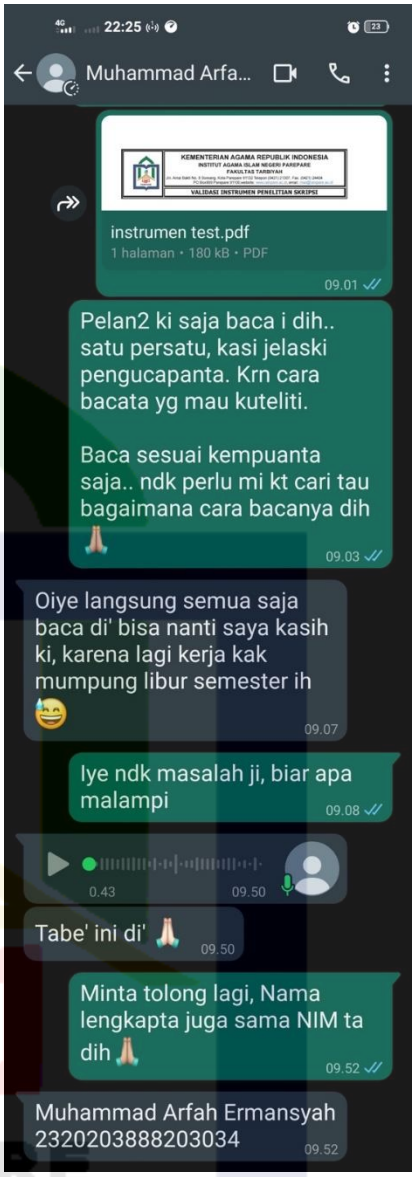

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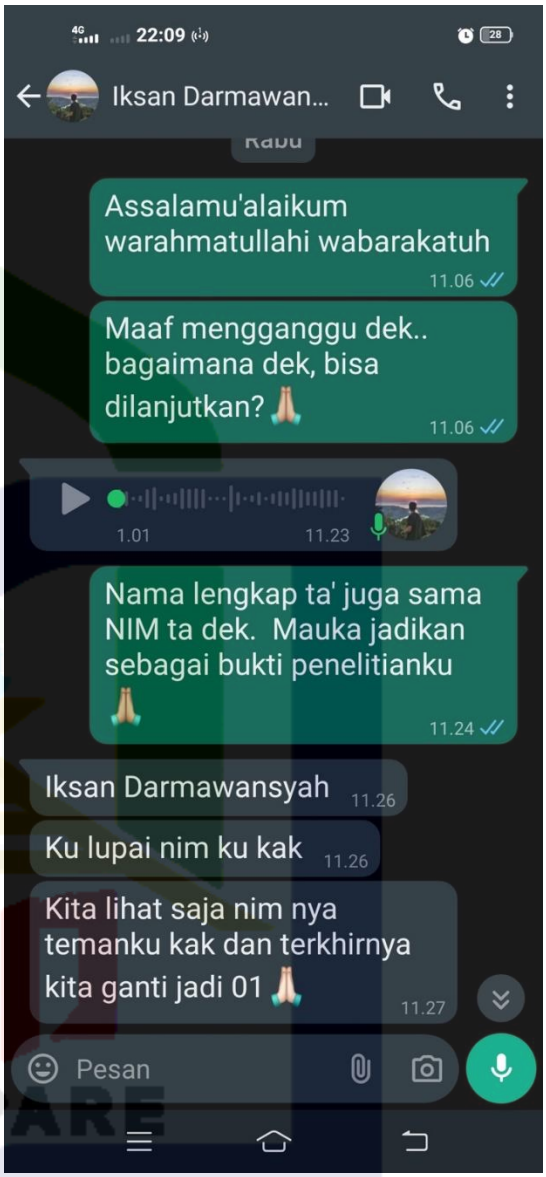

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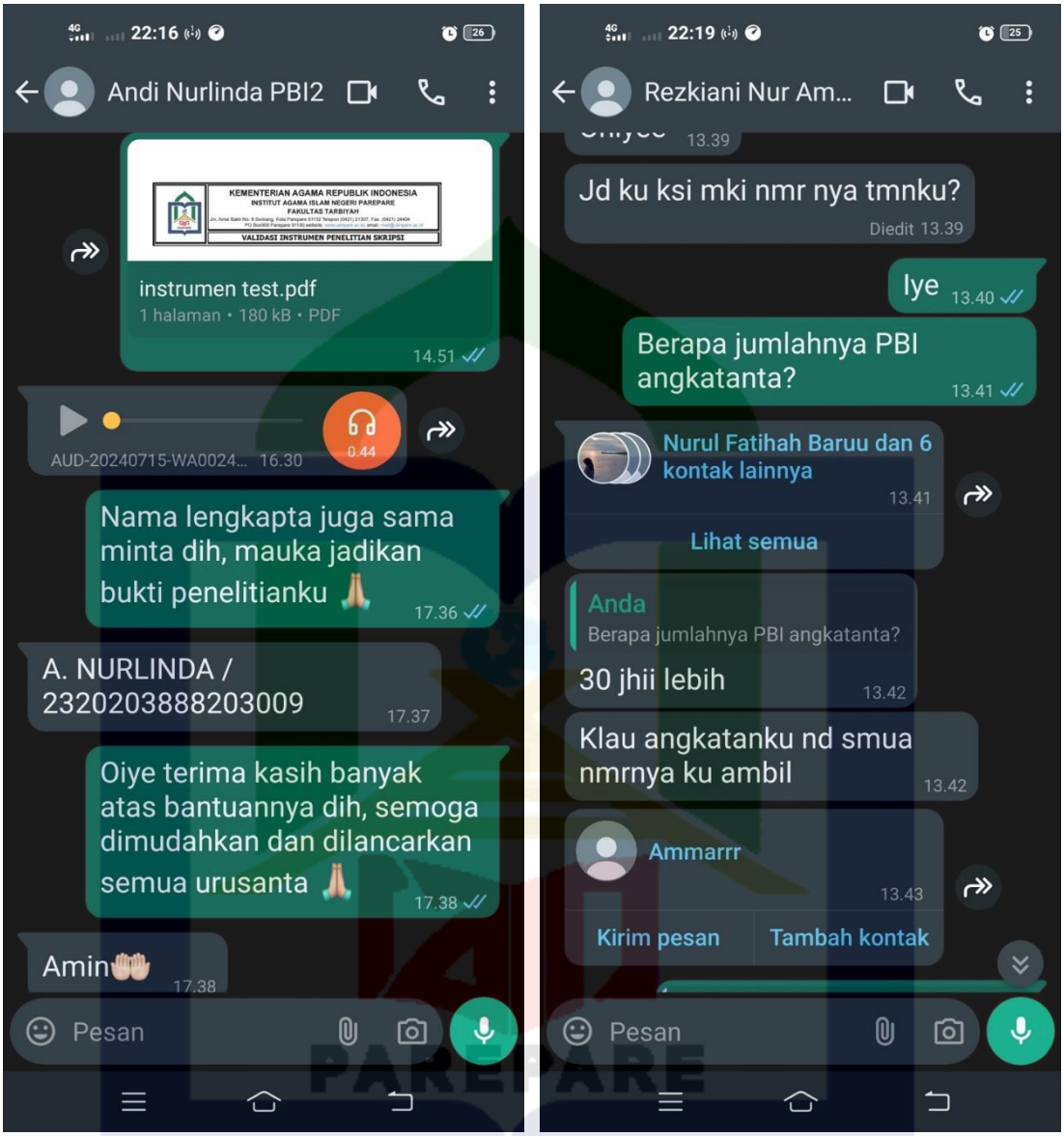

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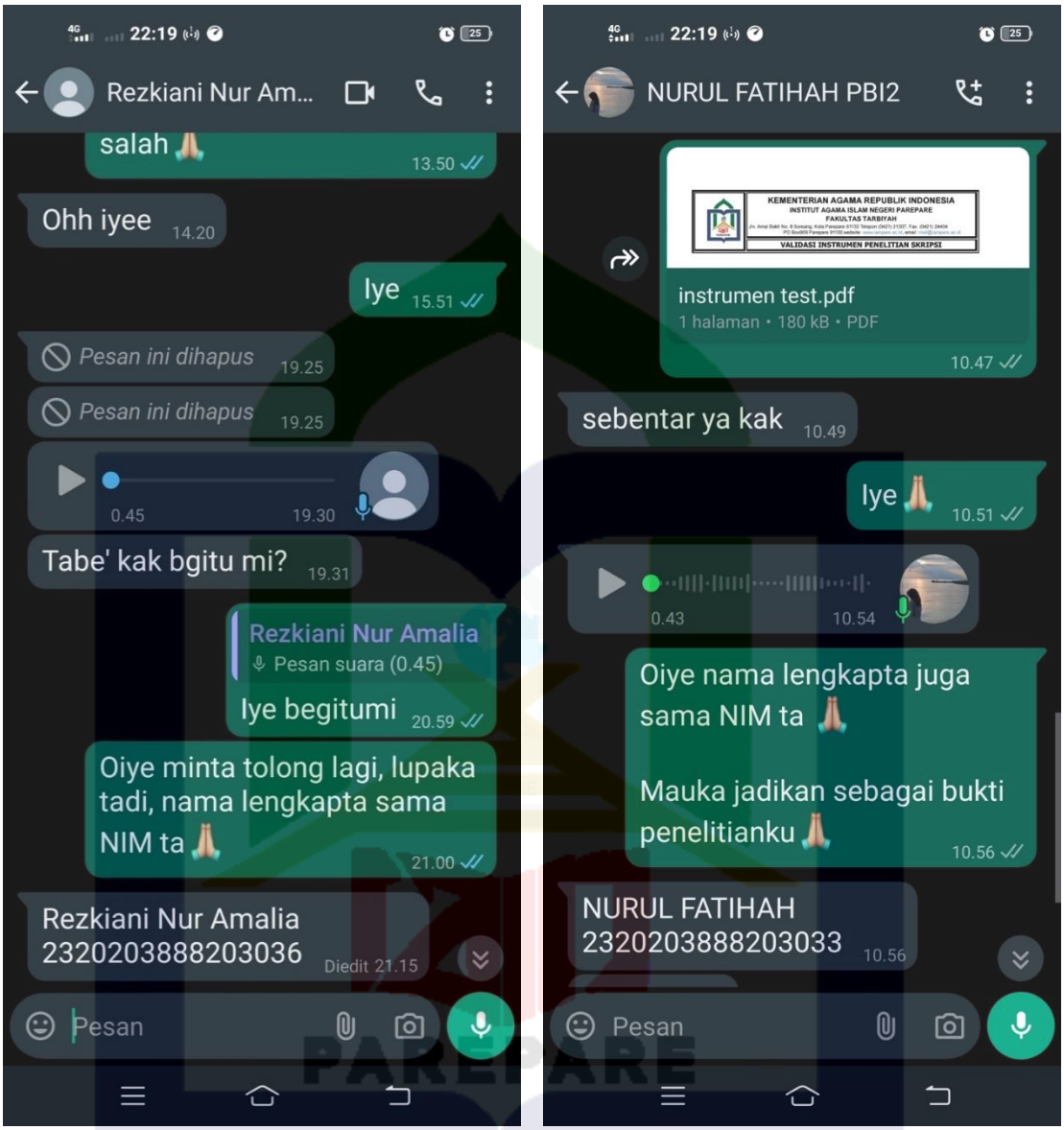

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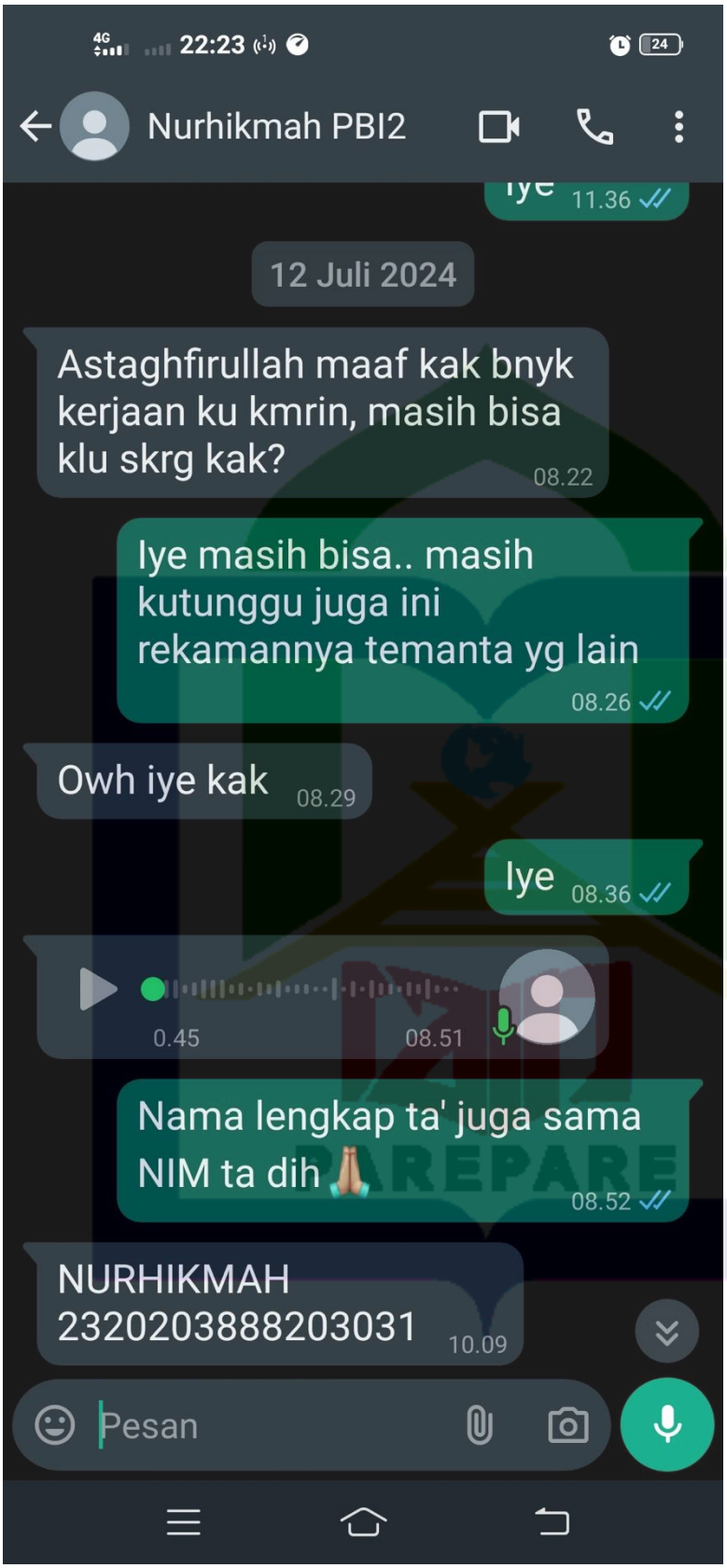

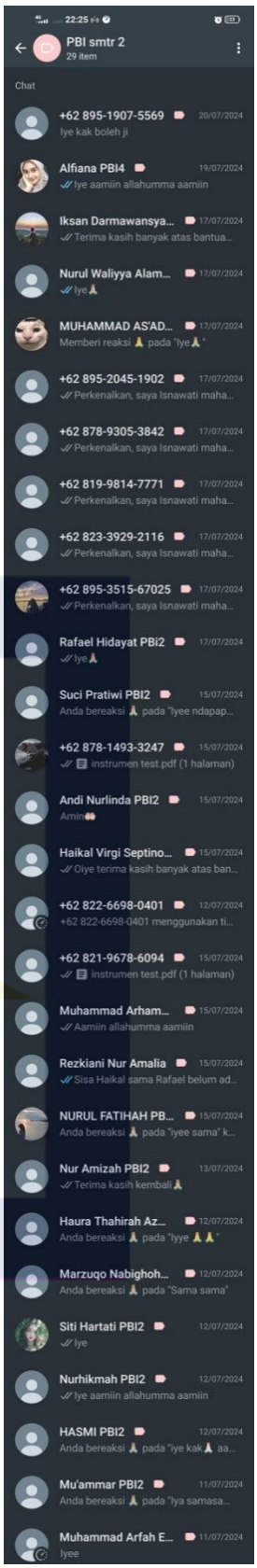

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CURRICULUM VITAE

Isnawati, the writer, was born on October 7, 1998, in the city of Parepare, Bukit Indah Village, Soreang District, South Sulawesi. She is the fourth of five siblings, the child of Mr. ABD. Halim and Mrs. Juria. She is a student of the English Education Study Program, Faculty of Tarbiyah, State Islamic Institute (IAIN) Parepare. Her educational background includes starting her education at SD Negeri 23 Parepare and graduating in 2011. In the same year, she continued her education at MTs.N Parepare and finished in 2014. She then continued her education at SMA Negeri 2 Parepare and graduated in 2017. She studied at the Faculty of Tarbiyah at IAIN Parepare and completed her studies with a thesis titled ***"****Analysis Students' Error in Pronuncing Silent Letter at The Second Semester of English Department at Iain Parepare."*

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