PRONOUNCIATION ERRORS IN ENGLISH SILENT LETTERS OF THE FIFTH SEMESTER STUDENTS' AT UKI TORAJA

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ABSTRACT

Based on the explanation above the problem statement in this research is: "What are the types of pronounciation errors made by the students' of English in pronouncing English silent letter?". The purpose of this study was to find out the types of pronunciation errors in English silent letters in fifth semester students at UKI Toraja. In analyzing the research data, researchers used a quantitative description method. In this research, in this research used sample random samplinThe research take 40% of 62 students, so the sample in this research be 25 fifth semester students of English Education Study Program in year academic 2022/2023. The subjects of this study were 5th semester students of the English Education Study Program, FKIP UKI Toraja. The research data was collected using a test in the form of sentences containing silent letters, According to the researcher's analysis, students are given sentences and then determine which are included in the pre-systematic and systematic errors. From the results, the most pre-systematic errors occur in words from letters in English. From the data, it was found that there were 115 pre-systematic errors and 110 systematic errors. The types of systematic errors that occurred to students and the highest type of errors made by students were pre-systematic error.

Keywords: *pronounciation; errors; silent letters*

INTRODUCTION

The definition "pronunciation is the making of sound" to clarify. An essential component of learning a foreign language for students is pronunciation. For children, pronunciation is an essential part of language. However, a lot of kids have trouble appropriately pronouncing English words. The phonetic description of sound symbols is referred to as "pronunciation." Each piece of information is listed alphabetically. The alphabet is divided into two pieces because consonants and vowels have different sounds and symbols.

Because it has a direct impact on both students' communication abilities and academic performance, pronunciation is a crucial component of learning a foreign language (Alquneer 2016, p. 105) One of the most crucial abilities in learning English is pronunciation. Listeners won't be able to understand speakers if they pronounciate very poorly. Despite how challenging it is to attain proper pronunciation, pronunciation is at least a major priority in many ESL/EFL lessons (Gilakjani 2011, p. 1).

According to pre-observation by interviewed some students of the fifth semester of English Education of Christian University of Indonesia Toraja they said that they have difficult about pronunciation especially for silent letter. Because they are accustomed to read what is written in words, and they didn't have deep knowledge about pronunciation for silent letter when they were studying at school. Even though language includes two consonant clusters each word and no silent letters, non-native speakers consistently pronounce words incorrectly, leading to the aforementioned natural phenomena. Due to this, the researcher is interested in performing a study titled "Pronunciation Errors in English Silent Letters of The Fifth Semester Students at UKI Toraja".

The writer formulate the research problem as follow: "What are the types of pronunciation errors made by the students' of English in pronouncing English silent letter?".

METHOD

The research is quantitative. The research take 40% of 62 students, so the sample in this research be 25 fifth semester students of English Education Study Program in year academic 2022/2023. As quoted by Corder in Ellis (1994), the types of errors categorized into three kinds. There are pre-systematic error, systematic error, and post-systematic error. The presystematic error occurs when the learner cannot explain why a particular form is chosen, the systematic error occurs when the learner cannot correct the error but can explain the rule applied, and the post-systematic error occurs when the learner can explain the correct rule. In this research, researcher use 20 words that contain silent letter in pronounciation test. Meanwhile, as a way to understand the instrument became valid, an professional Judgement become used to measure the validation of the device. To collect the facts the studies used whatsApp voice notes as the device and use voice recorder.

RESULT AND DISCUSSION
Result

In this research, in this research used sample random sampling. Sugiyono (2017: 18) random sampling is taking members of the sample from a population that is done randomly without paying attention to the strata in the population. In this case,

the writer will choose a collage students of the fifth semester English department of UKI Toraja.

Technique of Analyzing Data:

A. Pre-systematic, the learner not aware of particular rule. each sentence included in the pre-systematic will be given a value of 1. for example: empty /'emp.ti/ as /empeti/

B. Systematic, the learner applied the incorrect rule. each sentence included in the systematic will be given a value of 1. for example: guest /gest/ as /ges/.

C. Post-systematic, the learner applied the correct rule but perform it inconsistenly. each sentence included in the post-systematic will be given a value of 1. for example: fruit /'fru:t/.

TABLE TYPES OF ERROR OF 25 STUDENTS.

SAMPLES	PRE-SYSTEMATICS	SYSTEMATICS	POST SYSTEMATICS
IN	2	5	-
JR	5	3	-
EN	3	5	-
MSY	4	2	-
MYA	6	6	-
SA	3	6	-
AE	4	4	-
MS	3	6	-
SL	6	6	-
NN	10	3	-
YA	4	4	-
NA	1	2	-
DA	3	3	-
YS	3	3	-
YE	7	4	-
IA	6	7	-
YE	6	5	-
RI	5	7	-
GI	6	5	-
TA	4	4	-
JN	1	4	-
MA	4	5	-
MTA	6	4	-
WA	7	4	-
PA	6	3	-
TOTAL	115	110	0

From the data above, according to the researcher's analysis in the table, students are given sentences and then determine which are included in the pre-systematic and systematic errors. From the results, the most pre-systematic errors occur in words from letters in English. From the data, it was found that there were 115 pre-systematic errors and 110 systematic errors. The types of systematic errors that occurred to students and the highest type of errors made by students were pre-systematic error

Discussion

After analyzing all the data, the researcher discovered words that mentioned errors type. The majority of students made pre-systematic and systematic errors. A post-systematic error was not made by any of the students.

There are 6 student pronunciation errors in the word "reign." There are 6 errors that make up systematic errors. There are 7 pronunciation errors of the word "sign" by pupils. 2 fall under the category of pre-systematic error, while 5 fall under the category of systematic errors. There are 8 pronunciation erors of the word "wrong" that students make. And pre-systematic error is incorporated in all of it. There are no students who post systematic errors that are incorrect. There were 21 students that pronounced the word "answers" incorrectly. 20 of the pre-systematic errors and 1 of the systematic errors are presented. There are 16 pronounciation error of the word "often" made by pupils. 7 pronounciation errors including pre-systematic ones, and nine, including systematic ones. 1 pronunciation error in the word "listen" that students made is only included in the pre-systematic error.

There are 7 student pronunciation errors for the word "island," 3 of which are pre-systematic and 4 of which are systematic. There are 25 pronunciation errors of the word "aisle" by students. None of the 7 that fall under pre-systematic error, none of the 18 that fall under systematic error, and none of the one that falls under post-systematic error are also wrong. There are 25 pronunciation errors of the word "walking" made by students. 1 of them is counted as pre-systematic error, while 24 are counted as systematic errors. Students pronounciation errors the word "behalf" 16 times, and each of these pronunciation errors is counted as a systematic error.

The word "hour" has been pronounciation errors by pupils 12 times. 9 of them fall under the pre-systematic error category, and 3 fall within the systematic error category. The word "honest" has been pronounciation errors by pupils 22 times. 19 of them contain systematic erors, while 3 are pre-systematic flaws. There are 15 pronunciation errors of the word "thought" by pupils. 1 of them and 14 of them are included in the systematic error and pre-systematic error, respectively. For the word "bought" pupils pronounciation errors it 19 times, and all of them fall under the category of pre-systematic errors.

3 pronunciation errors made by students from the word "wednesday" are all classified as pres-ystematic errors. There are 2 systematic inaccuracies in how pupils pronounce the word "autumn," both of which are made by students. Students consistently pronounciation errors the word "solemn" 4 times, and each of these instances is listed in the systematic error. 10 pupils' pronunciation errors of the word "knowledge," all of which are pre-systematic errors. Students pronounciation errors the word "knee" 10 times. 1 of them and 9 of them are included in the systematic error, respectively. There are no post-systematic error made by pupils based on the data presented above.

According to the aforementioned research, pupils' pronunciation of English silent letters was marred by two different sorts of faults. Moreover, pre-systematic errors were the most common type of error committed by pupils, it might be argued.

The findings from previous studies, namely research from Pusfarani, Mukhrizal, Puspita (2021) "Students' Pronunciation Errors in English Silent Letters" The goal of the study is to reach some conclusions. Research could demonstrate that the English Education Study Program students committed two sorts of errors they were presystematic and systematic errors. The most sort of errors that pupils made was pre-systematic. The researchers also discovered that pupils in the English

education study program consistently pronounced the letters "g" and "b" incorrectly, with an average of 93 errors per letter and a 77% error rate for terms with silent letters.

CONCLUSION

In this research, the researcher draws several conclusions. Then it shows that fifth semester students' of English education study program at UKI Toraja have problems pronouncing words that contains silent letters because it is influenced by habit. This can be proven by research that students' of the English Education Study Program at UKI Toraja make two types of errors, namely pre-systematic errors and systematic errors.

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