Pronunciation Errors of the Silent Consonants of Junior High School Students

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ABSTRACT

This research attempts that identify this same similar elements of silence consonants pronunciation errors produced by junior high school students and also to determine the interference of Indonesian on the pronunciation of silent consonants in junior high school students. The method that the researcher uses is a qualitative descriptive method, and for the data, this research recorded the voices of six junior high school students pronouncing the words that contain silent consonant. There are twenty word which contain silent consonant for every subject. By using error analysis, the researcher diagnoses the errors made by junior high school students into several categories, and by using analysis comparison, researcher compared the mistakes made by junior high school students with the interference of Indonesian language in pronouncing English words that contain silence consonant.

Keywords: Pronunciation, Silent Consonant, Error, Error Analysis, Ratio Analysis

1. INTRODUCTION

In pronunciation, Indonesian and English have very different rules. Indonesian contains 28 phoneme (Kuhsartanti and yuwono, 2007) while English has 44 phonemes (Foreland Puskas, 2005). English has more phonemes than Indonesian, and this will make it difficult for Indonesian learners to learn English. In addition, English phonemes are capricious. They are not based on text; one character in English can be pronounced as different phonemes with different words.

It is not just some phonemes that Indonesian students usually mispronounce. Silent letters are also a problem for Indonesian language learners based on previous study by

Pusfarani, Mukhrizal, and Puspita H (2021). The letters that appear in certain words but are silent, have no sound associated with them when they are spoken. There are several silent lettering rules, such as silent vowels, silent consonants, silent diagraphs, and silent letters when other word forms are created. Indonesian language learners who always recite everything written in the text usually also recite the silent letters in English words. For example, Indonesian learners usually pronounce psychology not with /saɪˈkɒlədʒi/, but they usually pronounce it /psaɪˈkɒlədʒi/ with /ps/ at the beginning.

A contentious subject has been the contribution of mother tongue influences to the target language. Delbio, Abilasha, Ilankumaran (2018) concur that pronunciation of the target language depends on the learner's mother tongue. Contrastive analysis, sometimes referred to as contrastive analysis, is the process of comparing one's mother tongue's structure to that of the target language. (Gao, 2005). According to the difference analysis, learning will be made easier by the similarities between the two languages and more difficult by the differences. Therefore, Students' mother tongue can have both good and bad effects on their target language.

This study also uses Error Analysis. "Error Analysis is another type of linguistic study that focuses on errors made by students" (Darus & Subramaniam, 2009). Error review is an effective strategy for assisting teachers in anticipating and comprehending the pronunciation challenges that their pupils have. Teachers might find areas that need extra attention in their lessons by methodically evaluating the mistakes made by language learners. Error analysis is therefore a useful tool for both teaching and learning new languages. As they acquire a second language, it is also crucial for pupils to understand the contrasts between their mother tongue and the new language.

Pronunciation

Pronunciation is the way you pronounce a word or the way language is normally used. Think accents, silent vowels, reverse e's, and such. Pronunciation is learned by studying phonetics. Studying speech sounds and patterns is called phonetics, how they appear in various languages. We're interested in these noises, how they develop into patterns, and how they alter under various circumstances. Finding out what individuals do when they talk and listen to speech is a phonetician's first task (as cited in Fromkin and Rodman, 2011).

A part of phonology is called phonetics. Phonology provides a way to describe speech sounds; it is interested in the ways that speech is perceived from systems and patterns in

human language (Fromkin and Rodman, 2011). Phonetics provides an objective way to describe and analyze the various noises that utilize in human language. Strong connections exist between phonetics and physics, biology, physiology, and neurology (McMahon, 2002).

However, Forel and Puskas (2005) assume that The creation, transmission, and perception of sound are all addressed by phonetics (we will only look at sound production). How different sounds interact with one another within a language is the subject of phonology. In other words, the study of language's sounds is known as phonology, whereas phonetics focuses on linguistic sound. To analyze the language's phonological features, phonetics is a necessary descriptive technique. There are two kinds of pronunciation that will be explained in this study, namely Indonesian and English pronunciation. Here's the explanation:

Indonesian Pronunciation

Indonesian has 24 phonemes at the first, namely / a, i, e, ə, o, p, t, c, k, b, d, j, g, m, n, ñ, ŋ, s, h, r, l, w, y /. However, there are some additional phonemes in the new Indonesian. Namely Yaitu / f, z, ʃ, x /, so that the Indonesian language now has 28 phonemes (Kushartanti and Yuwono, Untung, 2007). Almost all letters in Indonesian are pronounced exactly the same even though in different words. There are only a few letters that can be pronounced as different phonemes, depending on the word and the social influence of the speaker's social life. Furthermore, Indonesians usually pronounce each letter in a word according to the order of the letters in a word (Kuhsartanti and Yuwono, 2007).

English Pronunciation

English has 44 phonemes. They are divided into vowels and consonants. There are 20 vowels and 24 consonants. Vowels are further divided into pure vowels and diphthongs. There are 12 pure vowels and 8 diphthongs based on tongue position, sound length, round lips, nasality, and diphthongs. For consonants, there are 24 consonants based on the VMP label. VMP stands for Voicing, Place, and Manner (Forel and Puskas, 2005).

The Difference between English and Indonesian Pronunciation

There are three groups of differences in Indonesian and English that make Indonesian learners face difficulties in learning English. The first category consists of a collection of noises that are absent from the Indonesian soundscape., namely / æ, ʌ, ɜ, v, θ, ð /. The second category consists of sounds that are present in both languages but differ from one another phonetically, such as: / b, d, g, z, s, ʧ, ʤ / which have no equivalent in Indonesian as a commencement, / p , t, k / which is never dreamed of being an Indonesian, and /r/ which is

never clearly pronounced in English but is always clearly articulated in Indonesian. The third group consists of English word spellings, such as: / s / occasionally pronounced / z / in English, / a / pronounced / æ, ə, e / (Pallawa, 2013).

Characteristics of Pronunciation Problems

According to Ramelan (2003), there are three essences of pronunciation problems. One problem relates to the identification of foreign voices. The ability of the speech organs to produce foreign sounds is another issue. Another issue is the generation of so-called "suprasegmental qualities," which include stress, duration, pitch, and intonation. For pupils to be able to recognize foreign sounds in a speech, they must be able to recall their acoustic characteristics. Students must practice hearing in listening to the sound in question repeatedly until they get used to it and can remember its acoustic quality (Ramelan, 2003)

Producing foreign sounds by students' speech organs is an ability that can only be obtained after students can hear the acoustic quality of the foreign sound. By imitating the speaker, students can learn how to produce sound. The students also have to practice their speech organs which are usually called oral gymnastics, which must be done repeatedly. This is important because not only by knowing the knowledge of phonetic theory and ways of moving the speech organs, foreign learners can produce sounds correctly, but also by practicing them continuously which is something that really helps foreign learners to produce acoustic sounds of foreign languages (Ramelan, 2003).

Different characteristics are also a problem for students. Stress, length, pitch, and intonation are examples of so-called suprasegmental properties that are produced in this process. Due to the fact that these characteristics vary significantly from language to language, it is obvious that students cannot disregard them. A person may be able to produce a foreign sound correctly, but if the stress pattern or intonation pattern of his own mother tongue is transferred to the foreign language, the speech will be labeled as 'foreign' by the native speaker. Only by practicing students can pronounce suprasegmental characteristics correctly (Ramelan, 2003).

Silent Letters in English

The term "silent letters" refers to letters that exist in some words but have no associated phonetic sound. Silent letters are divided into four groups, namely silent vowels, silent consonants, silent diagraphs, and silent letters that are sounded when other word forms are made. The letter silent often appears in English words, but never in Indonesian words. A

silent consonant occurs when the consonant does not match any sound in the pronunciation of the word. On the other hand, consonants that normally correspond to a single phoneme such as p as a / p / in put do not correspond to any phonemes such as p in pneumonia.

Comparative Analysis and Error Analysis

Charles C. Fries created comparative analysis for the first time in 1945. Comparative analysis anticipates the challenges that students may have when learning a new language by methodically comparing the target language system's parallels and differences with the native language. The primary concept behind comparative analysis is that by contrasting two languages and cultures, it is feasible to systematically identify areas of difficulty that a certain foreign language will offer to native speakers of another language. Learning a language is simpler when two cultures and languages are similar than when they are not. The similarity between a native language and a second language, however, does not necessarily make learning easier. According to research, learners struggle to produce similar to the sound patterns of their native tongue (Bohn & Flege, 1992; Trofimovich et al, 2007).

Material that is based on a scientific explanation of the language and should be thoroughly examined and compared with similar descriptions of the learner's own language is the most effective. Having a mother tongue issue might contribute significantly to pupils pronouncing words incorrectly. A comparison of the source and target languages should be included along with the finest and most effective content. As a result, comparative analysis is an excellent place to go to determine why second language learners according to their linguistic background make systematic phonetic mistakes (as cited in Chiann Ying, 2011).

Initiating error analysis was Stephen Pit Corder and his associates in the 1960s. Examination of mistakes is a component of examining the language acquisition process, according to Corder, who emphasizes the significance of error analysis. It is similar to a methodical examination of how a mother tongue is acquired in this way. It gives us a feel of how a student's language develops and could enable us to gauge the course of their learning. Error analysis is a crucial tool for the educational process. Making errors is a method used to pinpoint and clarify the challenges that pupils experience. He continued by saying that mistake analysis provides a trustworthy observation for creating corrective teaching strategies (as cited in Darus & Subramaniam, 2009). Candling (2001) defines "student language monitoring and analysis" to include error analysis. He links deviation to error. Candling continues by saying that it may be useful to understand the SLA process by considering the errors made by second language learners (as cited in Chiann Ying, 2011).

In conclusion, comparative analysis and error analysis are useful theories in investigating the characteristics of silent consonant pronunciation errors faced by Indonesian junior high school students. Ulla draws the conclusion that error analysts see themselves as psycholinguistic students, whereas Contrastive linguists consider themselves to be practitioners in structural linguistics (as cited in Gao, 2005).

2. RESEARCH METHOD

Given that the study's data were not stated quantitatively, the descriptive qualitative approach was employed to examine the data. The population in this study were junior high school students in the city of Serang. This research conducted on March until April 2022. Data processing method: 1) First, the data collected is placed in a table containing words, transcription from the dictionary, transcription of the first trial with the subject, and transcription of the second trial with the subject. 2) After the results are entered into the table, then analyzing the data word by word. 3) In each word, the researcher counted the number of subjects who said the word correctly and incorrectly before and after the treatment. 4) After that, analyzing every mistake made by the subjects, even though the error was only made by one of the subjects. 5) Finally, finding the conclusion that all the mistakes made by the subject, and puts it into a pie chart. After that, all kinds of errors will be generalized as well.

3. RESULTS AND ANALYSIS

The general characteristics of the subject's pronunciation errors in pronouncing silent consonants due to the influence of Indonesian are diagnosed into three categories:

3.1 Display of letters that must be silenced either at the beginning, medial, or the last word or syllable

The appearance of the sound /g/, /k/, or /p/ at the beginning of the word to be silent occurs for some subjects. They still pronounce the word gnome as /gnəʊm/ or /dʒɪˈnəʊm/, the word knee as /kniː/, the word *pneumonia* as /pnʊmɒnɪʌ/, the word *psychology* as /psʌɪˈkɒlədʒi/, *know* as /knəʊ/, *gnaw* as /gnəʊ/ or /dʒnaʊ/, and *knife* as /knʌɪf/. Indonesian pronunciation rules that must pronounce each letter in a word in the order of the letters of the word make junior high school students still pronounce letters that must be silenced or muted. They compare English words with Indonesian words. In Indonesia they pronounce the word

"Knalpot" as / knʌlpɔt / or / kənʌlpɔt / with the cluster / kn / or the syllable / kən for the letter "kn", and this influences the subject to pronounce the word know or knife using the cluster / kn /. Just like other words, there are some words in Indonesian that are spoken in clusters at the beginning of words that never exist in English like *klarifikasi* [klɑ'ri'fi'kɑ'si] = clarification and others, so the subject pronounces the word using Indonesian pronunciation rules. There were fifteen errors out of forty-eight for all silent consonants at the beginning of the syllable on the first try, and there were three errors out of forty-eight for all silent consonants at the beginning of the syllable on the second try.

There are only a few mistakes that the subject makes when the silent letter is in the second letter of the syllable, such as the word *scene* as / skiːn /, the word *whistle* as / ˈwɪstəl /, or the *answer* word as / enswə /. In the first experiment, there were only a maximum of two subjects and in the second experiment, almost all of them said it correctly, even for the word science, all the subjects could pronounce it correctly from the first experiment. Words that are very commonly used in everyday conversation as loanwords in Indonesia or as words that they have known for years since elementary school are easier for the subject to pronounce, so they do not make many mistakes in pronouncing these words. . For silent consonants at the beginning of the syllable, the subject still makes mistakes, such as pronouncing the word *debt* as / dɛp /, or the word *receipt* as / rə'siːpt /. This kind of silent consonant is more difficult for the subject to understand. They keep making the same errors even after the therapy is given. Overall, there were eighteen errors out of forty-two for all silent consonants in the middle of the syllable on the first try, and ten errors out of forty-two for all silent consonants in the middle of the syllable on the second try.
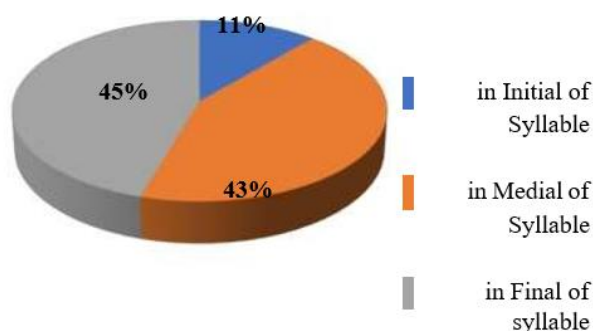
Errors in silent consonants are crucial when they appear when used as a coda at the ending of a phrase or syllable. Almost all subjects pronounce the letters that require silence, such as the word *potpourri* as /pɔtˈpəʊri/ or /pɔtˈpʊəri/, the word combing as / kʌmbɪŋ / or /kəʊmbɪŋ

/, the word *climber* as / klʌɪmbə (r) /, and the word *depot* as / ˈdɪpɔt / or / dɛpɔt /. Very rarely do they pronounce it correctly on the first try even on the second try they still get it wrong. This error is influenced by the Indonesian language disorder which never silences the letters at the end of words or syllables. The subject only follows the Indonesian pronunciation rules; they pronounce each letter in a word according to the order of the letters in the word. There were twenty-four errors out of twenty-four for all silent consonants at the end of the syllable in the first try, and there were six errors out of twenty-four for all silent consonants at the end of the syllables in the second try.
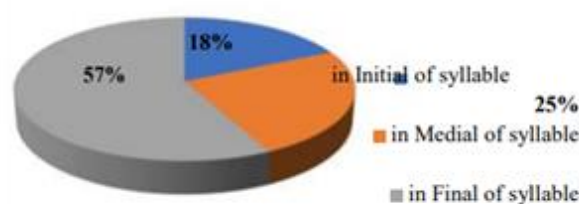

Figure 1. Error on the first try by the subject

figure 2. Error on the second try by the subject

3.2 Change the order of letters in words to make it easier to pronounce

Some subjects change the order of letters in English words to make it easier to pronounce with Indonesian pronunciation rules. For example, they pronounce *psychology* as /pɪskɔləgɪ/, *foreign* words as /fɒrgɪn/ or /ˈfɒreɪŋ/. For the word *psychology* as /pɪskɔləgɪ/, the subject changes the order of the letters "s" and "y" which are usually pronounced "s" when /s/ and "y" are pronounced /i/ in Indonesian. It's easier for him to pronounce "psy" in psychology as /pɪs/ than as /psɪ/ because cluster /ps/ is also rarely used in Indonesia. This is the same as the foreign word that students pronounce as /ˈfɒrgɪn/. He changed the order of the letters "i" with "g" so that "i" is usually pronounced as / ɪ / and "g" as / g / in Indonesian. Because the /gn/ cluster in the end never existed in Indonesia; the subject chooses to change the order of the letters to make it easier to pronounce. A similar error for the word foreign in is changing the order of the letters "g" to "n", which usually Indonesian pronounces the letter "ng" to /ŋ/. Because / ŋ / is easier to pronounce than / gn /, the subject chooses to pronounce *foreign* word with /ˈfɒreɪŋ/.

3.3 Pronunciation changes based on misunderstanding of meaning

Students who do not know the meaning of a word in English usually pronounce the word using the pronunciation of words that have similar meanings. If they misunderstand the meaning of the word, they will pronounce the word incorrectly. For example, students pronounce the word *psychology* as /fɪsɪkɔləgɪ/. He argues that psychology is something related to words that are physical which means physical in Indonesia, so he changed the pronunciation of the word *psychology* by using the pronunciation of the word physical in Indonesia, moreover the word *psychology* begins with the letter "p" which is usually pronounced as /p/ or /f/ in English; to pronounce an English word using Indonesian pronunciation rules that pronounce each letter in a word, the student also changes the pronunciation.

Another example is from the word *receipt*. This word is similar to the word recipe which means recipe in Indonesian. The word *receipt* ends with / t / as coda; different from recipes ending with /p/ as coda. The students misunderstood the meaning of the word, and then they pronounce it according to the meaning they know. In the end almost every subject did not pronounce /t/ but they did say /p/ which should have been silenced as coda.

Discussion

Based on the findings, this study's findings and those of Pusfarani, Mukhrizal, and Puspita H (2021). The researcher discovered that pupils produced pre-systematic and systematic mistakes, with pre-systematic errors occurring more frequently. This outcome was comparable to those of Pusfarani, Mukhrizal, and Puspita H (2021), where students committed pre-systematic and systematic mistakes. It demonstrates that the researcher concurs with the findings of Pusfarani, Mukhrizal, and Puspita H's research from 2021 that each word with silent letters has distinctive qualities and that students pronounce each word differently depending on their phonological understanding.

4. CONCLUSION

Based on data analysis and all research findings, the researcher conclude:

1) There are three general characteristics of the subject's pronunciation error in pronouncing silent consonants due to the influence of the Indonesian language. The first is the display of letters that must be silent either at the beginning, middle, or end

of a word or syllable. The second is the order in which the letters in the word change to make it easier to pronounce. The other is a change in pronunciation based on a misunderstanding of meaning. It may be inferred that, of all the mistakes made by the subject, the majority take place when a silent consonant serves as a coda at the conclusion of a word or syllable. Then, it is followed by an error when a silent consonant appears in the middle of a word or syllable as the second phonetic transcription in the onset group or as the first phonetic transcription in the coda group. After that, there were only a few mistakes made by the subject when a silent consonant appeared at the beginning of a word or a syllable to begin with.

2) Indonesian has a big role in the English pronunciation of junior high school students. The rule of pronouncing each letter in a word will make the subject pronounce the letter that must be silenced or muted. The Indonesian cluster also makes the subject pronounce the word using clusters that are in Indonesian but not in English such as cluster / kn /, / gn /, / ps /, or / pn /. Another case is the pronunciation of the letter "sw" as / sw / as in the words swing, swap, or swim which makes the subject pronounce the answer as / enswə (r) /. Another case is the pronunciation of the letter "sc" as / sk / as in scream, scolding, or scale which makes the subject pronounce the word scene as / skiːn /.

3) Suggestion for future researcher, to correct pupils' errors while dealing with silent letters, the other researchers can concentrate on some experimental or action study. It was advised that they continue this study by examining the reasons that led to the English students' difficulty with silent letters using larger samples.

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