

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The purposes of this research are to know the students' ability of pronouncing silent letters in English words and to find out the students' common errors in pronouncing English silent letters of English Department of IAIN Antasari Banjarmasin. The data for the first problem is according to students' score of test. And the second problem is based on error analysis in students' score of test.

The test item was taken randomly from some books and it had been consulted with advisor. There are two parts of the test items. The first part contain of 50 of silent letters in English words. The second part is about 20 sentences that contains vowels and consonant of the words of silent letters.

After conducting the research and analyzing all the data, the writer would like to conclude all the result of the study as follows:

1. The Students' Ability in Pronouncing Silent Letters in English words.

To analyze the data, the writer must collect the data by carrying out a test to find out the ability of the students from recording.

The *Pronunciation* practice had been taken by the student of English Department in the second semester. Therefore, the writer chooses the fourth semester students of IAIN Antasari Banjarmasin academic year 2013/2014. The test contained 50 words about silent letters and 20 words of silent letter in sentences form that should be read by the students.

Actually, the subject of this research is the fourth semester students of English Department of IAIN Antasari Banjarmasin with total 34 students. Thus, because the writer used random sampling to take the sample, the writer took 20% of the entire total of the subject.

After the research is conducted, it is found that the highest score is 76 and the lowest score is 34. The result can be seen in this following table:

Table 4.1 The Students Test result in Pronouncing Silent Letters in English Words

Number	Sample	Result
1	A	60
2	B	56
3	C	42
4	D	66
5	E	66
6	F	76
7	G	64
8	H	50
9	I	48
10	J	74
11	K	68
12	L	70
13	M	40
14	N	66
15	O	60
16	P	70
17	Q	68
18	R	70
19	S	76

(Table 4.1 continues)

Table 4.1 (Continued)

Number	Students	Result
20	T	62
21	U	48
22	V	62
23	W	34
24	X	68
25	Y	66
26	Z	60
27	A.1	68
28	B.1	54
29	C.1	46
30	D.1	74
31	E.1	62
32	F.1	46
33	G.1	64
34	H.1	72
N = 34		$\sum X = 2.076$

Having known the individual score and the cumulative score, the last step is deciding the qualification of the students' ability in pronouncing silent letters by counting the mean score of the whole class.

The formula used is the following.

$$M = \frac{\sum X}{N}$$

Note:

M : Mean Score

$\sum X$: The Cumulative Score

N : The Number of Students

From the table, it can be seen that the highest score of the pronunciation test result in pronouncing silent letters is 76 and the lowest one is 34. The accumulative score is 2.076 while the number is 34. Hereby, both numerals can be included to the mean formula. See the procedure as the following.

$$M = \frac{2.076}{34}$$

$$M = 61.05$$

The result shows that the mean score of English department students from the test is 61.05. The consideration about the ability level is consulted to the qualification of mean score on the table 4.2. The consideration is stated in Data Analysis.

Table 4.2 The Frequency Distribution of Pronunciation Test

Number	Score	Frequency
1	76	2
2	74	2
3	72	1
4	70	3
5	68	4
6	66	4
7	64	2
8	62	3
9	60	3
10	56	1
11	54	1

(Table 4.2 Continues)

Table 4.2 (Continued)

Number	Score	Frequency
12	50	1
13	48	2
14	46	2
15	42	1
16	40	1
17	34	1
	Total	34

According to the data above, the highest score is 76 and the lowest is 34. In completing the data presentation, it is necessary to make the score category made up of the frequency of individual scores. The purpose is to know the students' score in frequency distribution. *See the table 4.3.*

Table 4.3 The Frequency Distribution of the Students' Scores in Category

Score	Category	Frequency	Percentage
80-100	Excellent	0	0%
70-80	Good	8	23.60%
60-70	Fair	16	47.00%
50-60	Poor	3	8.82%
0-50	Very Poor	7	20.58%
Total		34	100%

The table indicates that there are 8 students (23.60%) who are in good score's category, 16 students (47.00%) who get fair score (70-80), 3 students (8.82%) who get the score in the fair score's category, 7 students

(20.58%) who get very poor score and there is no student who get the category of score in excellent' category.

Based on the data above, the total score is 2.076 of 34 students both male and female. The mean score is 61.05 that can be categorized in “**fair**” category.

2. The Students' Common Errors in Pronouncing English Silent Letters

The object of this research is the students' common errors in pronouncing of English silent letters. To find out the most common errors that the students get, the writer analyses it in detail based on the test result by summing up the incorrect answers from each of the test items. To get the percentage, the following is the formula based on Sudijono (2012, p. 43) points out.

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

Note:

P : Percent

F : The frequency of incorrect answers

N : Number of students

To calculate the percentage of errors, the writer tabulates the data in order to identify the easy and the difficult items. See *table 4.4* in the next page.

Table 4.4. The Frequency Distribution of the Students' Common Errors in English Silent Letter

Num.	Words	Frequency of Incorrect Pronunciation	Percentage (%)	Correct Pronouncing
1	Debt	31	91.17	/det/
2	Bomber	33	97.05	/bɑ:mər/
3	Doubt	33	97.05	/daʊt/
4	Scene	12	35.29	/si:n/
5	Muscle	14	41.17	/mʌsəl/
6	Foreign	2	5.88	/fɔ:rin/
7	Wednesday	14	41.17	/wenz.dei/
8	Gnome	18	52.94	/noʊm/
9	Hour	3	8.82	/aʊr/
10	Honest	9	26.47	/ɑ:nɪst/
11	Heir	22	64.70	/er/
12	Fruit	4	11.76	/fru:t/
13	Knife	1	2.94	/naɪf/
14	Knock	1	2.94	/nɑ:k/
15	Should	10	29.41	/ʃʊd/
16	Jeopardy	31	91.17	/dʒepedi/
17	Amoeba	32	94.11	/ə'mi:bə/
18	Psychology	2	5.88	/saɪ'kɑ:lə.dʒi:/
19	Receipt	32	94.11	/rɪ'si:t/
20	Island	1	2.94	/'aɪ.lənd/
21	Debris	34	100	/də'bri:/
22	Guitar	9	26.47	/gɪ'tɑ:r/

(Table 4.4 Continues)

Table 4.4 (Continued)

Num.	Words	Frequency of Incorrect Pronunciation	Percentage (%)	Correct Pronouncing
23	Guardian	22	64.70	/gɑː.di.ən/
24	Guide	6	17.64	/gaɪd/
25	Build	13	38.23	/bɪld/
26	Write	0	0	/raɪt/
27	Wrong	0	0	/rɔːŋ/
28	Enough	1	2.94	/ɪˈnʌf/
29	Laugh	12	35.29	/læf/
30	High	11	32.35	/haɪ/
31	Higher	11	32.35	/haɪ.ər/
32	Sign	3	8.82	/saɪn/
33	Signal	22	64.70	/sɪɡ.nəl/
34	See	0	0	/si/
35	Bridge	5	14.70	/brɪdʒ/
36	Unique	1	2.94	/juːˈniːk/
37	Technique	0	0	/tekˈniːk/
38	Bamboo	14	41.17	/bæmˈbuː/
39	Blood	14	41.17	/blʌd/
40	Gauge	28	82.35	/geɪdʒ/
41	Tour	0	0	/tʊr/
42	Faux	34	100	/foʊ/
43	Soap	0	0	/soʊp/
44	Loan	1	2.94	/loʊn/
45	Heart	24	70.58	/hɑːrt/

(Table 4.4 Continues)

Table 4.4 (Continued)

Num.	Words	Frequency of Incorrect Pronunciation	Percentage (%)	Correct Pronouncing
46	Courage	7	20.58	/kɜːrɪdʒ/
47	Australia	27	79.41	/ɑːˈstreɪl.jə/
48	Dough	33	97.05	/doʊ/
49	Neighbour	6	17.64	/ˈnei.bər/
50	Elephant	1	2.94	/eləfənt/

From the data above, it is known that the item number 21 and 42 are considered as the words which consists silent letter which are pronounced incorrectly by all correspondent. *See the table 4.4.*

The next step is interpreting the frequency table of the students' common errors above with the level of qualification to know the criteria of the item difficulties as below.

Table 4.5. The Qualification of Students' Common Errors

Frequency	Percentage of Errors	Qualification
10	80% - 100%	Very High
5	60% - 79%	High
5	40% - 59%	Fair
9	20% - 39%	Low
21	00% - 19%	Very Low

Concerning the qualification table above, the students' common errors are categorized into several levels. Firstly, there are 21 items categorized into **very low** qualification with the percentage range 00% - <19%. Secondly, there

are 9 items are categorized into **low qualification** with the percentage range 20% - <39%. Next, there are 5 items are categorized into **fair qualification** with the percentage range 40% - <59%. **High** category with the percentage range 60% - 79% by total number are 5 items. Last, there are 10 items are categorized into very high category with the percentage range 80% - 100%.

Table 4.6. The Students' Common Errors in pronouncing English Silent Letter in Sentences Form.

Num.	Items Test	Frequency of Incorrect Pronunciation
1	The national debt stands at fifty-five billion dollars	31
2	Terrorist bombers attached the hotel	33
3	I am having doubts about his ability to do the job	34
4	Indonesia was the first foreign country she had visited	2
5	She has an honest face	9
6	I prefer to use a knife	2
7	She never knocks before she comes in	1
8	My friend worked as a guide in Bali	6
9	Please don't laugh , I am being serious	12
10	Your voice is unique	1
11	You have to use good technique	0
12	I am felling blue	0
13	This chair is made of bamboo	15
14	I want to buy the soap	0
15	The loan is repayable over twenty years	1
16	My heart is broken	24

(Table 4.6 Continues)

Table 4.6 (Continued)

Num.	Items Test	Frequency of Incorrect Pronunciation
17	Thanks for your encouragement	7
18	Australia is a beautiful city	27
19	Three of your answer were wrong	0
20	The guardian of the galaxy	19

The table shows that the students' common errors in pronouncing silent letter in sentences form. The writer had the students to pronounce silent letter which is in bolded words. From the data above, it is known that the words number 3 is the most difficult of 20 words in sentences given with 34 (100%) students for each items cannot pronounce the sound correctly.

B. Discussion

Two findings that the writer accomplishes are processed through Data Presentation previously. Both are the students' ability in pronouncing English silent letters and the students' common errors in pronouncing English silent letters. The further results are discussed in subsequent sub chapter.

1. The Students' ability in pronouncing silent letters in English words

The 34 students have finished the 50 test items well. They have various scores from the lowest until the highest. The scoring process begins from counting the individual score. The first way is by dividing the students' correct answers to the total items and multiplying it to

100. The other alternative is by multiplying 2 (the point of one item) to the students' correct answers. Thereby, the result shows that 2 students get 76, 2 get 74, 1 get 72, 3 get 70, 4 get 68, 4 get 66, 2 get 64, 3 get 62, 3 get 60, 1 get 56, 1 get 54, 1 get 50, 2 get 48, 2 get 46, 1 get 42, 1 get 40, and 1 get 34.

After finding out the individual scores, the total scores are calculated and the final result is 2.076. Then, the mean score is conceived. The procedure is by dividing the total score (2.076) to the total students (34), so the result is 61.05. If it is consulted to the qualification standard, the ability of the fourth semester students of English education department is interpreted into **fair** category. It means that the students' ability in pronouncing English silent letters is ordinary or on the average. In addition to the category, the highest score is 76 from two students while one student get the lowest score is 34.

2. The Students' Common Errors in Pronunciation English Silent Letters

Based on the presented data on the previous subchapter about the students' common error in English silent letters for each type of the test, the writer found that the common error to pronounce are number 21 (debris) and 42 (faux) for words test (Part 1), and the word number 3 (doubts) in sentences test (Part 2).

It is shown based on the percentages for every type of the students' common error in English silent letters which the total of the students who could not pronounce the words with their correct

pronouncing are 34 students (100%) for part1 test items and 34 students (100%) in sentences test part2.

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

In this part, the writer categorizes the letter on the words pronounced incorrectly by the students into some categories. There are some types of silent letters, first auxiliary diagraph and dummy letters. Auxiliary diagraph is divided into two parts, Exocentric diagraph and Endocentric diagraph. Dummy letter is also divided into two parts, Inert letters and Empty letters. Besides, the students' common errors are analysed with the test items and the proportion in percentage. Here the writer tries to explain the types of silent letters in each word. This explanation is based on the table 4.4 in research findings.

The letter [b] in the word **debt** /det/ that is in the middle position must be silent. 31 students (91.15%) categorized in the very high score's category incorrect pronouncing. Most of them pronounce this word /deb/. This word is categorized as an Empty letter, because this letter never has sound in this word, and it is before the consonant letter [t].

The letter [b] in the word **bomber** /bɑ:mər/ that is in the middle position must be silent. 33 students (97.05%) are categorized in the very high category with incorrect pronouncing. Only 1 student (2.94%) pronounces this word with correct pronouncing. Most of them

pronounce this word with /bɑ:mbər/. This word is also categorized as an empty letter, because this letter never has sound in this word.

The letter [b] in the word **doubt** /daʊt/ that is in middle position must be silent. 33 students (97.05%) are categorized in the very high score's category while they were incorrect pronouncing **doubt** with /daob/. Only 1 (2.94%) student pronounces this word with the correct pronouncing. This word is categorized as an Empty letter, because this letter never has sound in this word, and it takes before the consonant letter [t]. In addition, the letter [b] that takes in middle position in Indonesian language is pronounced clearly and not silent. Based on the theory, there are some factors that affect students in pronouncing English words; the reasons are because the native language uses Roman alphabet, native language uses non-alphabetic system. In Indonesian word, the structure of the letter is different from English. In Indonesian word structure, consonant rarely comes after another consonant or vowel comes after another vowel. For example, in Indonesian word **gubuk** /gubuk/ the structure of the letters is consonant, vowel, consonant, vowel, and consonant. While in English word *doubtful* has letter structure as consonant, double vowels, triple consonants, vowel, and consonant. It is very different from Indonesian, it makes the students confused to pronounce English words.

The letter [c] in the word **scene** /si:n/ must be silent. That is in the middle position after the letter [s] and before the letter [e]. This letter is categorized as the Empty letter, because the letter [c] in this

word never has sound. 12 students (35.30%) are categorized in the low category incorrect pronouncing in this word. Most of them pronounce the word *scene* /si:n/ with /ske:n/. 22 students (64.70%) pronounce this word with the correct pronouncing.

The letter [c] in the word ***muscle*** /mʌsəl/ must be silent. That is in the middle position after the letter [s] and before the letter [l]. From this word, 14 students (41.17%) pronounce incorrectly with the pronounce /mʌskel/. The category incorrect is fair category. 20 students (58.82%) pronounce correct this word. This letter is categorized as an Empty letter, because the letter [c] in this word never has sound.

The letter [g] in the word ***foreign*** /fɔ:ɾɪn/ must be silent. That is in the final position after the letter [i]. From this word, only 2 students (5.88%) pronounce incorrectly this word with /fɔ:ɾɪg/. Categorized in this word is very low category with incorrect pronouncing. 32 students (94.12) correct pronounce this word. This letter is categorized in Empty letter. Most of the English words with the letter [g] and are followed by the letter [n] must be silent.

The letter [d] in the word ***Wednesday*** /wenz.deɪ/ must be silent. That is in the middle position after the letter [e] and before the letter [n]. 14 students (41.17%) are categorized in the fair category with incorrect pronouncing. They pronounce this word with /wedz.deɪ/ and 20 students (58.82%) pronounce correctly this word. The letter is categorized in Empty letter.

The letter **gnome** /noom/ that is in the initial position and is followed by the letter [n] must be silent. This word is categorized as the Empty letter, because this letter never has sound in this word. Most of the English words with the initial letter [g] and are followed by the letter [n] must be silent. The way to pronounce it is by directly pronouncing the second letter after the letter [g]. It is the same as the letter [g] in the word *foreign* that has been explained before. 18 students (52.94%) pronounce incorrectly this word. Most of them pronounce the word *gnome* /noom/ with /genoom/. 16 students (47.05%) pronounce correctly this word.

The letter [h] in the words **hour** /aʊr/, **honest** /ɑ:nɪst/, and **heir** /er/ must be silent. This letter is categorized in Empty letter. From the table 4.4, shows variation in frequency of error pronunciation. The words *hour* gets only 3 students (8.82%) pronounce incorrectly this word with /haʊr/. Most of them or 31 students (91.18%) pronounce correctly this word. Next, the word *honest* gets 9 students (26.47%) pronounce incorrectly this word /hɑ:nɪst/. 25 students (73.53%) pronounce correctly this word. For the word *heir*, there are 22 students (64.70%) pronounce this word incorrectly. Most of them pronounced this word /her/. 12 students (35.29%) pronounce this word correctly.

The letter [u] in the word **fruit** /fru:t/ it takes in the middle position after the letter [f] within combination vowels [ui]. This letter must be silent and categorized in Endocentric diagraph. Only 4 students (11.76%) pronounce incorrectly this word with /fru:it/ and 30

students (88.24%) pronounce this word correctly.

The letter [k] in the word **knife** /naɪf/ and **knock** /nɒ:k/ it takes in the initial position and is followed by the letter [n] must be silent. Only 1 student (2.94%) who pronounce them incorrectly, while 33 (97.06) students pronounce correctly this word. This word is categorized as the Empty letter, because this letter [k] never has sound in this word. Most of the English words with the initial letter [k] and are followed by the letter [n] must be silent. The way to pronounce it is by directly pronouncing the second letter after the letter [k]. The way to pronounce is the same as the letter [g] that has been explained before, but they have different initial letters and also different word and meaning.

The word **should** /ʃʊd/ and **jeopardy** /dʒepedi/ has two silent letters, they are letter [o] that takes in the middle position and also letter [l] in the middle position for the word **should** and [o] and [r] for the word **jeopardy**. Both of words also have different type of silent letters. The first the letter [o] that is followed by letter [u] is categorized as the Endocentric diagraph, because the sound of the letter [o] is the same as the following letter [u]. The second is the letter [l] and [r] that also takes in the middle position is categorized as the Empty letter, because the letter [l] and [r] never has sound in this word. From the data, gets 10 (29.41%) and 31 (91.17%) students pronounce incorrectly with /ʃʊld/ and /dʒeoperdi/.

The word **amoeba** /ə'mi:bə/ has two silent letter, they are

combination of vowels [o] and [e]. This word categorized in Exocentric diagraph. Many of students or 32 (94.11%) pronounce this word incorrectly with /ə'mo:bə/. 2 students (5.89%) pronounce this word correctly. So, this word indicates that it is very difficult for the word to pronounce. However, the correct pronunciation is /ə'mi:bə/.

The letter [p] in the word **psychology** /saɪ'kɑ:lə.dʒi:/ that is in the initial position and it is followed by the letter [n] that must be silent. This word is categorized as the Empty letter, because this letter [p] never has sound in this word. The way to pronounce it is by directly pronouncing the second letter [n]. To pronounce this word, there are only 2 students (5.88%) who pronounce this word incorrectly.

The letter [p] in the word **receipt** /rɪ'si:t/ must be silent. It takes in the middle position before the last letter [t]. This word is categorized as the Empty letter, because the letter [p] in this word is silent. The students pronounce this word *receipt* /rɪ'si:t/ as /rɪ'sep/ with 32 students (94.11%). The different structure of letters in Indonesian and English syllables makes the students difficult to pronounce English words correctly, especially the words which have silent letters.

The letter [s] in the word **island** /'aɪ.lənd/ and **debris** /də'bri:/ must be silent. It takes in the middle position after the initial letter [i] for *island* and the final position for *debris*. This word is categorized as the Empty letter. There is one student (2.94%) who pronounces this word incorrectly by pronouncing as *island*. While, there are 34 (100%)

students who make error in pronouncing *debris* into /də'bri:s/.

In pronouncing the letter [u], there are 9 students (26.47%) make error in pronouncing *guitar* /gi'ta:r/, 22 students (64.70%) make error in pronouncing *guardian* /gar:di.ən and there are 13 (38.23%) who are incorrect in pronouncing *build* /bild/. Those words must be silent. It takes in the middle position after the letter [g]. This word is categorized Endocentric diagraph. While, there are 9 students (26.47%) who are incorrect in pronouncing *guide* /gard/. This word has two silent letters. The first is the letter [u] in the middle position and the letter [e] in the final position. The letter [u] that comes before letter [i] is categorized as the Endocentric diagraph, because letter [u] in this word has the same sound with the letter [i] and letter [e] in the final position is categorized as the Empty letter, because the letter [e] in this word never has sound.

The letter [w] in the word *write* /rait/ and *wrong* /ra:ŋ/ must be silent. This letter takes in the initial position before the letter [r]. This word is categorized as the Empty letter, because the letter [w] in this word never has sound. The way to pronounce it is by directly pronouncing the second letter after [w]. There is no student who pronounces the words incorrectly.

The words *enough* /ɪ'nʌf/ and *laugh* /læf/ have the silent diagraph [gh]. This word is categorized in Exocentric diagraph. The letter [gh] is not silent but it changes into the sound [f]. 1 student (2.94%) pronounces it as /enag /and 12 students (35.29%) make error

in pronouncing *laugh* as /laug/.

The words **high** /haɪ/ and **higher** /haɪ.ər/ have the silent diagraph [gh], but these words have different position of silent diagraph. The first the word *high* the diagraph [gh] that is in the final position of the word. However, the word *higher* the diagraph [gh] takes in the middle position of the word. 11 students (32.35%) pronounce the word *high* /haɪ/ as /haɪg/. And some students pronounce the word *higher* /haɪ.ər/ by pronouncing the silent diagraph /haɪgər/.

The words **sign** /saɪn/ and **signal** /sɪg.nəl/ is the word in category inert letter. The inert letter is the letter which is sounded in cognate letter, for example *sign* /saɪn/ sounded in cognate as *signal* /sɪg.nəl/. However, in word *sign* 3 students (8.82%) pronounce it incorrectly. 22 students (64.70%) who are incorrect in pronouncing the word *signal*.

The word **see** /si/ is the categorized in Endocentric diagraph. These letters [ee] in this word it changes into the sound [i]. There is no student who makes error in pronouncing this word. While, the word **bridge** /brɪdʒ/ has the silent letter [e]. 5 students (14.70%) pronounce this word incorrectly. They pronounce this word with /brɪdʒe/ and /braɪdʒ/.

The letters [ue] in the final position word **unique** /juː'ni:k/ and **technique** /tek'ni:k/ are not sounded because the letter [ue] is categorized in Empty letter. The words **bamboo** /bæm'buː/ and **blood** /blʌd/ have different sound in pronouncing while both of them have

the same letters [oo]. 14 students (41.17%) pronounce the word *bamboo* and *blood* incorrectly by pronouncing them with /bəmboo/ and /blud/.

The word **gauge** /geɪdʒ/ has the silent letter [u]. It is categorized as the Empty letter. The letter takes in the middle position after the letter [a] and before the letter [g]. The writer found that there are 28 students (82.35%) who pronounce the word with /gaug/.

The word **tour** /tʊr/ is silent. The letter [o] that comes after the letter [e] is categorized as the Endocentric diagraph, because the sound of the letter [o] is the same as the letter [e]. There is no student makes error in pronouncing this word. The letter [x] in the word **faux** /foʊ/ is silent. It takes in the final position of the word. This word is categorized in Empty letter. 34 students (100%) pronounced this word incorrectly. They pronounce the word with /foʊx/.

The letter [oa] in the word **soap** /soʊp/ and **loan** /loʊn/ is categorized as the Endocentric diagraph, because the sound of the letter [o] is the same as the letter [o] that has been explained before, but they have different combination letter. Only 1 student makes error in pronouncing the word *loan* with /loan/.

The word **heart** /hɑ:rt/, **courage** /kʌ:ɪdʒ/, **Australia** /ɑ:ˈstreɪl.jə/ also included in Endocentric diagraph category. Because, the letter [ea] in *heart*, [ou] in *courage*, [au] in *Australia* are the same sounded. Many students pronounce of three words incorrectly. 24 students (70.58%) make error in the word *heart* with /heart/. 7 students

(20.58%) make error in the word *courage*, and 27 (79.91%) students make error in pronouncing the word *Australia*.

The words ***dough*** /dɒ/ and ***neighbor*** /'nei.bər/ have the silent diagraph [gh]. These words have different position of silent diagraph. 33 students (97.05%) pronounce the word *dough* with /doug/. And 6 students (17.64%) pronounce the word *neighbor* by pronouncing /'neig.bər/.

The last word is ***elephant*** /eləfənt/ that has silent diagraph [gh]. This word is categorized in Exocentric diagraph. The letter [gh] is not silent but it changes into the sound [f]. 1 student (2.94%) pronounced the word *elephant* incorrectly.

In test item part II (*silent letters words in sentences form*), the writer found 4 from 20 test items, (see table 4.6) the word *doubt*, *knife*, *bamboo* and *guardian* has different error from the test items part I. in word *knife*, there is 1 student makes error in pronouncing the word. However, as the word *knife* is written in sentence, there are 2 students who make error in pronouncing it. For the word *bamboo*, 15 students make error in pronouncing this word because, in test item part I, there are 14 students who make error in pronouncing the word, while in test item part II, there is just one student who make error in pronouncing it. The last word is *guardian*. The writer found that there is a difference error from test item part I and test item part II. In the test item part I, 22 students make error in pronouncing the word *guardian*. However, in the test items part II there are 19 students who make error in

pronouncing. As a conclusion, the writer assumes that different error in student pronouncing of silent letter because they were probably making ‘*slip of the tongue*’ when they read the word in sentences.

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

Table 4.7 Classifications of Words Based on the Types of Silent Letters (Carney, 1994, p. 39)

Num	Types of Silent Letters	Words
1	Exocentric Diagraph	<i>Amoeba, enough, laugh, bamboo, blood, elephant, see</i>
2	Endocentric Diagraph	<i>Fruit, jeopardy, should, guitar, guardian, build, guide, loan, heart, courage, Australia, soap, tour</i>
3	Inert Letter	<i>Sign, signal</i>
4	Empty Letter	<i>Debt, bomber, doubt, scene, muscle, foreign, Wednesday, gnome, hour, honest, heir, knife, knock, psychology, receipt, island, debris, bridge, unique, gauge, faux, write, wrong, technique</i>
5	Silent Diagraph	<i>High, higher, dough, neighbor</i>

From those result, the writer finds 7 words that are categorized as the Exocentric diagraph, 13 words that are categorized as the Endocentric diagraph, 2 words in categorized as the inert letter. The writer finds many students who error in pronouncing English words that are categorized as

the Empty letters. Empty letters are letters which never have sound, e.g. [w] in answer /'ɑ:nsə(r)/, [h] in hour /'əʊə(r)/, [s] in island /'aɪlənd/. These present the greatest difficulty to writers and often to readers. The writer finds 24 words pronounced error by the students, which are categorized as the Empty letters. And the writer also finds 4 words pronounced error by students that are categorized as the silent diagraph. No one student incorrect in pronouncing the words *write*, *wrong*, *see*, *technique*, *tour*, and *soap*.

From the findings, the writer comes to the conclusion the empty letter in the letter [x] and [s] as final letter is the letter which is commonly pronounced incorrectly by students. There are 34 students (100%) that pronounced incorrectly in pronouncing letter [x] in *faux* and [s] in *debris*

Based on the common error analysis of pronunciation test, the writer found some problems while they were pronouncing of silent letter in 50 words and 20 sentences. Almost all of the students could pronounce those words and sentences with silent letter. However, most of them incorrectly pronounced those words while it is combined in sentences. Those problems happened because the students pronounced them in the orthographic writing. Another problem is because of the unrecognizable vocabularies. In Indonesian, the utterances are pronounced as they are written in the orthography writing. Therefore, it makes them as a habit when they pronounce an English word. The writer also analyzed the word origins of English silent letter. *See the table 4.8.*

Table 4.8.The Origins of Words

Num	English words	Synonym	Word Origins
1	Debt	Loan	1200-1300 Old French <i>dette</i> , from Latin <i>debitum</i> , from <i>debere</i> to owe
2	Bomber	-	1600-1700 French <i>bombe</i> , from Italian <i>bomba</i> , probably from Latin <i>bombus</i> deep sound, from Greek <i>bombos</i> , from the sound
3	Doubt	Hesitate	1200-1300 French <i>douter</i> , from Latin <i>dubitare</i>
4	Scene	Panorama	1500-1600 French <i>scène</i> , from Latin <i>scena</i> , scaena stage, scene, from Greek <i>skene</i> tent, building against which a play is performed
5	Muscle	Power	1300-1400 French Latin <i>musculus</i> little mouse, muscle, mussel, from <i>mus</i> mouse; because a muscle moving looks like a mouse under the skin
6	Foreign	External	1200-1300 Old French <i>forein</i> , from Latin <i>foris</i> outside
7	Wednesday	-	Old English <i>Wodnesdæg</i> , from Woden Odin + <i>dæg</i> day
8	Gnome	Dwarf	1600-1700 French Modern Latin <i>gnomus</i>
9	Hour	Time	1100-1200 Old French <i>heure</i> , from Latin <i>hora</i> , from Greek
10	Honest	True	1200-1300 Old French <i>honeste</i> , from Latin <i>honestus</i> , from honor;
11	Heir	Successor	1300-1400 Old French Latin <i>heres</i>
12	Fruit	-	1100-1200 Old French Latin <i>fructus</i> , from <i>frui</i> to enjoy, have the use of

(Table 4.8 Continues)

Table 4.8 (Continued)

Num.	English words	Synonym	Word Origins
13	Knife	-	Old English <i>cnif</i>
14	Knock	Tap	Old English <i>cnocian</i>
15	Should	Must	Old English <i>sceolde</i> owed, had to
16	Jeopardy	Danger	1300-1400 Anglo-French <i>juparti</i> , from Old French <i>jeu parti</i> divided game, uncertainty
17	Amoeba	-	1800-1900 Modern Latin Greek <i>amoibe</i> change
18	Psychology	-	From French <i>psychologie</i> , from Latin <i>psychologia</i> (coined by Marko Marulić from Ancient Greek <i>ψυχή</i>) <i>psukhē</i> , “soul”) + <i>-logia</i>)“study of”).
19	Receipt	Acceptance	1300-1400 Old North French <i>receite</i> , from Medieval Latin <i>recepta</i> , from Latin <i>recipere</i> ; RECEIVE
20	Island	-	Old English <i>igland</i> , from <i>ig</i> island + <i>land</i>
21	Debris	Ruin	1700-1800 French <i>débris</i> , from Old French <i>debriser</i> to break in pieces
22	Guitar	-	1600-1700 French <i>guitare</i> , from Spanish <i>guitarra</i> , from Arabic <i>qitar</i> , from Greek <i>kithara</i> type of stringed instrument
23	Guardian	-	1400-1500 French <i>garde</i>
24	Guide	Protector	1300-1400 French Old Provençal <i>guida</i>
25	Build	Construct	Old English <i>byldan</i>
26	Write	Draw	Old English <i>writan</i> to scratch, draw, write
27	Wrong	Incorrect	1100-1200 Old Norse <i>rangr</i> not correct or as planned
28	Enough	Sufficient	-From Middle English <i>ynough</i> , from Old English <i>genōg</i>)“enough”), from Proto-Germanic <i>*ganōgaz</i>)“enough”)
29	Laugh	-	Old English <i>hliehhan</i>

(Table 4.8 Continues)

Table 4.8 (Continued)

Num.	English words	Synonym	Word Origins
30	High	Tall	Old English <i>heah</i>
31	Higher	-	-
32	Sign	Symbol	1300-1400 Old French <i>signer</i> , from Latin <i>signare</i> , from <i>signum</i>
33	Signal	-	-
34	See	View	1200-1300 Old French <i>se</i> , from Latin <i>sedes</i> seat
35	Bridge	-	Old English <i>brycg</i> . 41800-1900 biritch bridge (1800-1900), perhaps from an unrecorded Turkish <i>bir-üç</i> one-three
36	Unique	Special	1600-1700 French Latin <i>unicus</i> , from <i>unus</i> one
37	Technique	-	1800-1900 French <i>technique</i> technical, from Greek <i>technikos</i> ; TECHNICAL
38	Bamboo	-	1500-1600 Malay <i>bamboo</i>
39	Blood	-	Old English <i>blod</i>
40	Gauge	Measure	1300-1400 Old North French
41	Tour	Trip	1300-1400 Old French <i>tour</i> , tourn circular course, turn; TURN
42	Faux	Fake	1900-2000 French Latin <i>falsus</i> ; FALSE
43	Soap	-	Old English <i>sape</i>
44	Loan	-	1100-1200 Old Norse <i>lan</i>
45	Heart	Daring	Old English <i>heort</i>
46	Courage	-	1200-1300 Old French <i>corage</i> , from <i>cuer</i> heart, from Latin <i>Cor</i>
47	Australia	-	First attested 16th century, from Latin <i>terra austrālis incōgnita</i>)“unknown southern land”), from <i>auster</i>)“the south wind”)
48	Dough	-	Old English <i>dag</i>
49	Neighbor	-	Old English <i>neahgebur</i>
50	Elephant	-	1200-1300 Old French <i>oliphant</i> , from Greek <i>elephas</i> elephant, ivory

The table shows that the origins of the English word silent letters. From 50 words on the table, 27 of these words come from *French* and *Latin*, those are *debt, bomber, doubt, scene, muscle, foreign, gnome, hour, honest, heir, fruit, jeopardy, psychology, receipt, debris, guitar, guardian, guide, sign, see, unique, technique, gauge, tour, faux, courage* and *elephant*.. 16 words come from *old English*, those are, *Wednesday, knife, knock, should, island, build, write, enough, laugh, high, bridge, blood, soap, heart, dough, neighbor* and the other come from *Malay Greek, Arabic* are *amoeba, wrong, bamboo, loan, Australia*.

A study by Garland Cannon of more than a thousand recent loanwords from eighty-four languages shows that about 25 percent are from French; 8 percent each from Japanese and Spanish; 7 percent from Italian and Latin; 6 percent each from African languages, German, and Greek; 4 percent each from Russian and Yiddish; 3 percent from Chinese; and progressively smaller percentages from Arabic, Portuguese, Hindi, Sanskrit, Hebrew, Afrikaans, Malayo-Polynesian, Vietnamese, Amerindian languages, Swedish, Bengali, Danish, Indonesian, Korean, Persian, Amharic, Eskimo-Aleut, Irish, Norwegian, and thirty other languages. Latin has declined as a source for loanwords perhaps because English has already borrowed so much of the Latin vocabulary that there is comparatively little left to be borrowed.

Now, rather than borrow directly, we make new Latinate words out of English morphemes originally from Latin. The increase in the importance of Japanese as a source for loans is doubtless a consequence of

the increased commercial importance of Japan. French is the most important single language for borrowing, but more French loans enter through British than through American English, because of the geographical proximity of the United Kingdom to France. Conversely, Spanish loanwords are often borrowed from American Spanish into American English (John, 2010, p. 267).

In chapter 2, the writer has explained the history of borrowing word. For the words *debt*, *bomber*, and *doubt* have a silent letter [b]. The *b* was inserted into the word *dette* through the influence of Latin *debitum* resulting in the current form *debt*.

The Vikings from Denmark and Norway with their Old Norse language invaded. After fighting the Anglo-Saxons they settled down together and gave English loads of words including the silent letter words likes *gnome*, *knife*, *knock*.

By the 18th century H began to be pronounced in some words but not others. ‘H’ was silent in: *habit*, *harmonious*, *heritage*, *heir*, *herb*, *honest*, *humour* and certain other words. Some of these words are now pronounced with the ‘H’. Words that still have a silent H is of French origin: *heir*, *honest*, *hour*, *herb* (in American).

The French put a silent ‘U’ in words like *guess* because in French *g* followed by *e* would sound like *j*. So ‘gu’ made it a /k/ sound: *guide*, *guess*, *guilty*, *guard*, *dialogue*. *Gest* (Old English) – *guest*, *tunge* (Old English) – *tongue*, *vage* (Old English) – *vague*, *voge* (Old English) – *vogue*.

Island comes from Middle English *iland*. However, the spelling was modified in the 15th century due to an incorrect association with the French loanword *isle*.

Island was long written with different spellings which didn't include 's', so it has presumably always been pronounced without /s/. (The derivation is not from Latin *insula* but from various Germanic forms, which also had no 's'. The word *island* comes from Old English *ī(e)gland* (literally, "watery land"). However, the spelling of the word was modified in the 15th century by association with the etymologically unrelated Old French loanword *isle*. The S was added by confusion with French *isle*, which is not related but is instead from Latin *insula*. As cheeb says, the English adopted the French spelling "isl...", but even at the time this adoption occurred, the French already did not pronounce the "s". So the English adopted both the French spelling and the French pronunciation (sort of).

The French would have pronounced the "s" in this and many other words up until about the time of the Norman invasion (1066 A.D.), but the "s" gradually ceased to be pronounced thereafter, although it continued to appear in written form. By the 18th century, all these non-phonetic spellings moved the *Academie Francaise* to strike the "s" from the official spelling of these words and mark the change by placing a circumflex accent over the vowel preceding the stricken "s".

Now the French spelling is 'île', but the phantom 's' lives on in our "island". Three centuries after the French fixed their word, the English

speakers of the world have still not seen fit to correct their original mistake and eliminate the nonsensical letter.

The letter 'gh' letter pattern is from the Anglo- Saxons - daughter, night, cough, dough, bright... the 'gh' used to be 'h' and pronounced like the Scottish loch, a hard sound - until the French invaded and messed around with our spelling and added the 'g'. Then the 'gh' became silent or pronounced with 'f' sound.

English is a Germanic language. However, far the most important contribution into its lexicon has been made by the Romance language, such as Latin, and French. Furthermore, it cannot be omitted that a considerable part of the English vocabulary owes its creation to Celtic, Greek, as well as to the Scandinavian and the Slavonic languages.

The number of loan-words from both Latin and French are comparable. The percentage of borrowings from each of the two languages is about 28% whereas the number of French expressions borrowed by English is slightly higher. It means that loanwords coming from French and Latin form together more than a half the total of English expressions, which is a quite striking discovery.

Although some words had been borrowed from French even before A.D 1066, the borrowing process of French word *en masses* broke out after the Norman Conquest. Immense as the number of French loan-words entering the native lexicon after the Conquest was, the peak of the process had not occurred before during the period when the French commenced to

die out in English. Adopting French expressions has continued, though at a decreasing pace, till nowadays.

Although borrowing is no longer the principal means of the current English vocabulary expansion, foreign words are still adopted by English, including the French ones. Regardless of the fact that French has lost its primary position in the international communication, it remains one of the most influential languages. French, by means of providing loan-words dealing with various domains of human life, still contributes to the enrichment of the English lexicon far the most in comparison to other languages.

Therefore, the writer assumed that the borrowing word from *French, Latin, Greek, Arabic, Malay* are must be followed by the accent of the origins word while they are written in English word to make them different from the origins word.