

THE IMPACT OF READING ALOUD ON STUDENTS' PRONUNCIATION AWARENESS TO IMPROVE SILENT LETTERS: PERCEPTIONS & RECOGNITION

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Article Info	Abstract
Article History Received: January 2025 Revised: March 2025 Published: April 2025	<i>Reading aloud is closely related to students' pronunciation awareness. The study explores the impact of reading aloud on students' pronunciation awareness, focusing on their perceptions and the recognition. Silent letters pose a significant challenge in English pronunciation, often leading to difficulties in understanding and communication. A qualitative design that involved students by practicing the pronunciation of silent letters by reading aloud was employed within nineteen students of the eleventh-grade students at SMK N 2 Semarang using questionnaire and interview focusing on students' ability to correctly pronounce words with silent letters and their overall awareness. The findings revealed that students' pronunciation accuracy and students' awareness who practiced using reading aloud showed a noticeable improvement. The students' perception of using reading aloud achieved an agreement percentage of 89.5%, indicating that it could improve their silent letter pronunciation. Additionally, it heightened the students' awareness of proper pronunciation and phonetic nuances, contributing to their overall linguistic competence. The second objective referring to the recognition that revealed a mix of positive and negative perceptions, highlighting the complexity of pronunciation strategies in EFL (English as a Foreign Language) education. This research offers valuable insights into how active speaking practices can effectively address specific phonological challenges in language learning.</i>
Keywords Silent letter; Reading aloud strategy; Language awareness; Pronunciation; Speaking skills;	
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INTRODUCTION

Language is portrayed as a system of arbitrary sound symbols used for communication, encompassing both verbal and non-verbal signs (Oviogun & Veerdee, 2020; Widhi, Jupri, & Jumadil, 2023). Language serves as a fundamental medium through which human beings convey thoughts, emotions, and information, underpinning virtually every aspect of human interaction and social organization. For the goal to improve communication skills, people must converse with individuals worldwide who speak different languages. To comprehend one another and become a speaker that is easy to understand, people need to pronounce words correctly (Syarifudin, Muhlisin, & Thin, 2022). Good pronunciation is certain to support the oral abilities needed for information estimate.

Good pronunciation skills is essential to being able to communicate in any language. Intelligible speech requires precise production of phonemes, stress, linking, rhythm, and intonation, among other elements (Salim, Jumadil, & Suryati, 2023). As a result, having correct pronunciation is essential for speaking effectively. A person's comprehension of grammar rules and extensive vocabulary do not ensure that he can communicate effectively if they are not pronounced correctly. Jenkin et al. (2018) said that pronunciation istreated as

a low priority area of study. With good pronunciation, a speaker is intelligible despite his errors in other speaking subskills (vocabulary, grammar, and pragmatics); with poor pronunciation, understanding a speaker would be very difficult, despite accuracy in other areas. Meliana et al. (2025) also claims that mispronounced words might cause listeners to misunderstand, so disclosure the connection between the speaker and the listener.

One of the many difficulties encountered by students in ESL classes is pronunciation. Pronunciation is taught in ESL/EFL classrooms using a variety of techniques (Kenza-Tacarraoucht, Zano, & Zamorano, 2022). Pronunciation is a vital component of language learning that significantly impacts communication clarity and effectiveness. In the context of teaching foreign and second languages (SL and FL), pronunciation learning has been ignored for so long that in the last decade of the 20th century (Karya et al., 2022). Pronunciation teaching has a positive effect on improving our effective communication in the social environment. Pronunciation is the process of making a sound by repeating it over and over again while correcting any spelling mistakes. Al-Zayed (2017) states that the goal of phonetics is to understand speech sounds and the patterns they produce. The majority of readers would first choose teaching and perfecting the pronunciation of a second language among its many useful applications. Teaching pronunciation is difficult for a variety of reasons.

Pronunciation teaching has a positive effect on improving our effective communication in the social environment. Pronunciation is the process of making a sound by repeating it over and over again while correcting any spelling mistakes (Jupri et al., 2022; Hidayatullah & Haerazi, 2022). Pronunciation is the most important components of the English language to learn in terms of improving communication abilities. If the speakers are clear on their pronunciation, it would build a confident when expressing and identifying oneself in conversation with others (Zaigham, 2011). Provide a structured way to practice correct voice articulation, understand pressure patterns, and develop natural intonation, one of which is by reading aloud. It outlines how reading aloud can be leveraged to improve pronunciation.

To make the reading aloud process more effectively, Jacobs (2016) outlines guidelines for the teacher in terms of how to choose the excellent text, how to set the scene of the text, give the title and author of the reading text, and how to read the text with feeling and variety. Pronunciation can be practiced by combining reading aloud with reading activity skills. Students can check the accuracy of their pronunciation by reading aloud. The researchers might simply correct pronunciation if it is wrong. One technique for reading aloud is for teachers or students to read a paragraph aloud. This gives students an accepted model for academic language and registration by assisting them in understanding word pronunciation, pauses, and the focus on words in fragments.

Reading aloud is very important for reading activities, such as helping students read language items better and practice pronunciation. It is important to learn and use correct pronunciation. Therefore, pronunciation teaching is also very important. Reading aloud is the process of the students using their eyes, ears, and brain to take in a series of the story, listen to the narrator's voice, and make sense of what they see and hear (Gurdon, 2019). By reading aloud, students can test whether their pronunciation is correct. If the pronunciation is incorrect, the researchers can easily modify it. Reading aloud is a strategy in which students or teachers can read a paragraph aloud. While listening, students read aloud. This helps them understand the pronunciation of words, pauses, and emphasis on words in fragments, thus providing an acceptance model for academic language and registration.

According to Hamidi et al. (2022), "letters that are not heard making their "usual" sound in a word as silent". Silent letter that is completely un-pronounced in the actual speech is called empty letter. Silent letters in English represent a unique and often perplexing aspect of the language's orthography. These letters, which appear in written text but are not pronounced

in spoken language, can pose significant challenges for learners striving to master correct pronunciation (Widhi, Jupri, & Jumadil, 2023). For example, in words such as "knight," "thumb," or "island," the presence of silent letters can lead to confusion and errors in speech. As students advance in their reading and language acquisition, developing an awareness of these silent elements becomes essential for achieving accurate pronunciation and effective communication.

Ursula (2017) also states that silent letter is the one that creepily sneaky into words at the beginning, middle, or end. There are 60 percent of words in English have silent letter. The researchers conclude that silent letter is letter that cannot be heard when someone say the word but the letter is written and generally the letter that do not correspond to the other sound in a word. For example, the word 'knowledge' is pronounced as /'knaledz/ with correct pronunciation /' nalədʒ/), they sometimes are confusing for high school students. Another consideration is phonological fossilizations which are very difficult to fix as mentioned by Senowarsito & Ardini (2019) that "those phonological fossilisations were due to the interference of the phonological and orthographic systems of their mother tongue." Therefore, this research needs to be conducted due to the urgency of senior high students' pronunciation. On the other hand, it is explained that omitting the silent letter would result in no word being produced. For example the word "Walk" is silent when pronounced "L" or it is spelled but not uttered. When the silent letter "L" is deleted from the spelling, no word with the meaning of "Walk" results. As a result, even though the silent letters are not uttered, they remain in the spelling. The presence of many different silent letters is one of the most difficult features of English spelling and pronunciation. Because English has involved from a variety of sources (Latin, Greek, German, Old English, and so on), it has had to absorb all of its predecessors' spelling and pronunciation peculiarities. As a result, there have been numerous cases where specific letters have become silent. Silent letters can help identify two wise homophonous words, reveal the meaning or origin of a word and even assist us to establish the overall sound of a word.

Carney (2012) claims that there are instances in which the reader is unable to pronounce specific letters. Accordingly, words that lose one letter when spoken are known as silent letters. Traditional phonics instruction often emphasizes the importance of letter-sound correspondence, yet silent letters are frequently overlooked or inadequately addressed. This gap in instruction can result in persistent pronunciation difficulties and hinder overall literacy development. As educators seek innovative methods to enhance phonetic awareness and correct pronunciation, reading aloud has emerged as a valuable pedagogical tool.

Based on the three adoption stages of Graham, Woodfield, and Harrison (2013): awareness/exploration, adoption/early implementation, and mature implementation/growth. In increasing students' awareness of their speaking skills, namely by focusing on how to engage in speaking tasks, it helps students become more aware of the use of language in communication . Research supports the notion that reading aloud can significantly impact students' awareness. Studies have shown that when students are encouraged to read aloud, they benefit from immediate feedback on their pronunciation, allowing for corrective adjustments and reinforcing the proper articulation of silent letters. Additionally, this approach helps students develop a more intuitive understanding of word structures and phonetic rules, contributing to improved overall pronunciation skills. The practice of reading aloud allows students to encounter and practice silent letters within context, thereby improving their ability to decode and pronounce words accurately. By vocalizing text, learners become more attuned to the phonetic patterns of English, including the often-invisible silent letters. This method encourages active participation and attentiveness, fostering a deeper understanding of phonetic rules and their application. Phonological awareness encompasses various levels of complexity, beginning with the ability to recognize

and create rhymes, advancing to the skill of segmenting words into syllables, and eventually reaching the capacity to identify and manipulate individual phonemes within words (Gillon, 2017). These abilities are interconnected and follow a hierarchical progression. For example, a child who can recognize that "cat" and "bat" rhyme may later acquire the skill to break the word "cat" into its individual sounds: /k/, /æ/, and /t/. This developmental sequence is essential as it lays the foundation for phonics, enabling children to understand the relationships between sounds and their corresponding letters.

The uniqueness of this study lies in its focus on exploring the effects of reading aloud as a strategy to enhance students' awareness and improve their pronunciation of English words with silent letters. The results of this research are anticipated to contribute positively to the field of pronunciation learning and assessment. This approach offers students an alternative method to develop their pronunciation skills while providing teachers with an innovative tool to streamline and optimize the evaluation process for pronunciation. Silent letters are crucial in English, currently students find it difficult to pronounce them. Hence, the reading aloud technique is used in this study for helping students who have trouble pronouncing silent letters. Therefore, the study formulates two research questions; How is perception of students' learning to read aloud to improve silent letters pronunciation? And How is the realizations of students' awareness in pronouncing silent letters?

RESEARCH METHOD

Research Design

This study adopted Creswell's (2018) qualitative methodologies. Qualitative research is a method for investigating and understanding the significance of individuals or groups assigned to a social or human issue. This approach is quite beneficial for researching and comprehending how people interact with their surroundings. Through in-depth interviews and observations, this research aims to capture a rich and deep understanding of language use and its impact on people's daily lives. In this current study, the researchers investigated the perceptions and recognition related to the impact of reading aloud on students' awareness to improve their silent letter pronunciation. The qualitative research design was employed to gain an in-depth understanding of the impact of reading aloud on students' awareness of silent letter pronunciation. Qualitative methods are particularly well-suited for exploring the subjective experiences and personal insights of participants, providing a rich, detailed account of how students perceive and engage with the instructional strategies used (Creswell & Creswell, 2021). The qualitative research design, therefore, provides a deeper, more personalized understanding of the ways in which silent letter pronunciation can be improved through active language practice.

Research Participants

The participants in this study were nineteen students from the eleventh grade at SMK Negeri 2 Semarang majoring Automation and Office Governance. They were chosen to examine the impact of reading aloud on their awareness and pronunciation of silent letters within the context of secondary education. Senior high school students were selected for their language proficiency levels vary with a low score of 30, an average score of 70, and a high score of 100 which is typically more advanced compared to younger learners, allowing for a deeper exploration of pronunciation nuances and the effects of specific instructional strategies. These students represent a diverse group in terms of language backgrounds, cognitive development, and exposure to English, providing a varied and insightful perspective on the challenges they face with silent letters. By focusing on this age group, the study aimed to address pronunciation challenges at a crucial stage in language acquisition, where students are refining their language skills in preparation for academic and professional communication. The involvement of senior high school students offered an ideal opportunity to assess how

reading aloud can enhance phonological awareness and pronunciation skills in learners who are already familiar with basic language structures but still encounter difficulties with certain aspects of English pronunciation. They have difficulty in pronouncing words which silent letters in the text. So, this research is intended for students to be able to pronounce words which silent letters in the text with the correct pronunciation of diphthongs like native speakers.

Instruments

To gain a comprehensive understanding of the impact of reading aloud on students' awareness of silent letter pronunciation, utilizing both questionnaire and interview as key instruments for data collection. The questionnaire provided a structured, scalable means to gather data on the perception of the students' awareness of silent letters, offering insights into overall trends and patterns in pronunciation improvement. In addition, the interview offered a deeper, more personal look into the students' experiences, recognitions, perceptions, and challenges. Through the questions in the interview phase, the students were able to express their thoughts in greater detail, providing qualitative data that complemented and expanded on the findings from the questionnaires. Together, these instruments allowed for a rich, multifaceted analysis of how reading aloud influences pronunciation awareness and offered valuable feedback on how this practice can be integrated more effectively into language teaching. This dual approach ensures that the study not only captures broad trends but also the lived experiences of the students, enriching our understanding of the research topic. According to Creswell (2017), data validation in qualitative research is the capacity to determine whether a particular object and a set of examined subjects may draw significant and practical conclusions from the comparison of these data using a particular approach called triangulation. The data that has been obtained is validated using data triangulation.

The data needed to address the research questions include information about classroom activities during English lessons, specifically focusing on students' silent letter pronunciation before and after implementing the reading aloud method. To gather this data, researchers utilized questionnaires and conducted interviews with students. The questionnaire was designed to explore various aspects, such as the pedagogical approaches used and the challenges students faced in pronouncing silent letters both before and after the intervention. The interviews aimed to delve deeper into the difficulties students experienced following the use of the reading aloud method and to uncover the underlying reasons for their struggles with silent letter pronunciation.

Data Collection and Data Analysis

In this study, data were collected through a combination of observation, questionnaires, and interviews to examine students' pronunciation and phonological awareness. During the observation phase, each student was given a one-paragraph document to read aloud individually in front of the class. This activity was recorded and closely observed, with particular attention paid to specific phonological elements such as the silent letters [h], [w], [k], [p], and [t]. The individual format ensured a clear and focused assessment of each student's pronunciation. Following the reading activity, students were asked to complete a questionnaire designed to explore three key pedagogical aspects: their attitudes, motivation, and awareness of pronunciation. The questionnaire employed a Likert scale, which allowed for a quantitative analysis of students' responses and provided measurable insights into their perspectives. To further enrich the data, semi-structured interviews were conducted in person with selected students. These interviews aimed to explore students' experiences and challenges related to pronunciation, as well as to investigate the impact of the reading-aloud activity on their phonological awareness. Interviews continued until data saturation was achieved, ensuring that a comprehensive understanding of the participants' views was

obtained. Together, these three methods offered a holistic picture of the students' phonological development and learning attitudes.

The researchers analyzed the data using Phonological Awareness Theory (Gillon, 2017) referring to silent letters [h], [w], [k], [p], [t] presented by the students. To answer the objectives of the research, the researchers analyzed the perceptions using Likert Scale into percentage, while the interview results were analyzed descriptively to display the recognition of the impact of reading aloud on students' awareness.

RESEARCH FINDINGS AND DISCUSSION

This study aimed to explore students' perceptions of reading aloud as a method to improve their pronunciation of silent letters, as well as to assess their awareness in pronouncing these silent letters. Meanwhile, the second aim was to investigate the recognition in improving the pronunciation of silent letters by reading aloud.

To gather insights into students' views on the effectiveness of reading aloud for enhancing their pronunciation, a questionnaire with approximately 10 questions was distributed. The questions focused on whether students found this method effective or less effective for learning. The study also sought to examine students' perceptions after using the reading aloud technique. The results are presented in Figure 1.

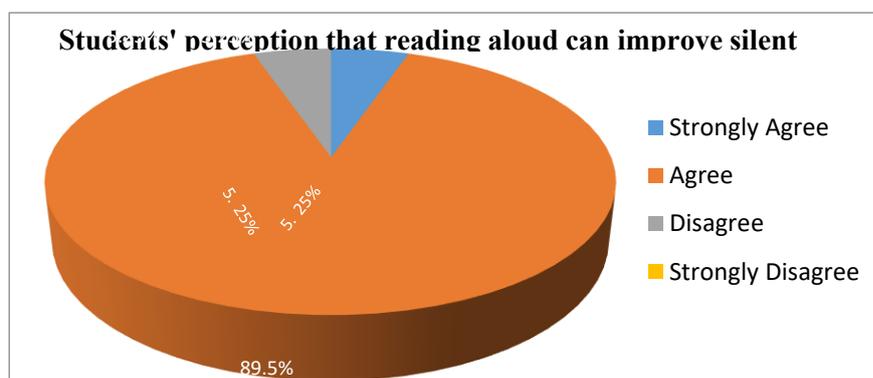


Figure 1. The students' Perception

Figure 1 is the result of 10 questionnaires shared with students about how students perceive using the reading aloud method to improve their silent letter pronunciation. The questionnaire contains how students perceive after reading aloud to improve their silent pronunciation. The questionnaire is about how students after reading aloud whether they become more understanding, become more memorable and even more aware of how to read silent letters correctly. There were 5.25% strongly agree, 89.5% agree, and 5.25% disagree. From these results, it can be concluded that students tend to agree the reading aloud method to improve the pronunciation of silent letters, they also become more understanding about how to read silent letters in a word and are more confident when they already know how to pronounce them. However, not all students agree with the reading aloud method, as many as 5.25% do not agree with it. The reason students disagree with this method is because they have difficulty in pronouncing silent letters when reading aloud. To find out the reason, the researchers conducted an interview stage with students who did not agree that reading aloud would increase the pronunciation of silent letters.

The researchers used an interview session to find out how the recognition in improving the pronunciation of silent letters by reading aloud. The results of the interviews revealed that there were positive and negative perceptions of students regarding reading aloud to improve the pronunciation of silent letters. They stated that after knowing to read aloud to improve the pronunciation of silent letters becomes easier to understand, those who initially

did not understand become able to do so. They also claim that it is easier for them to read silent letters by reading aloud than by reading silently because when reading aloud, students can practice them directly and know whether the pronunciation is wrong or correct. Most of these negative feelings are that they forget how to pronounce them so they remain wrong in pronouncing silent letters. They also assumed that all the letters in the English word were read, and did not know if there were silent letters in the word in this interview session, the researchers found various causes, both positive and negative. The researchers selected some students who are still lacking in silent pronunciation after and before treatment, then the researchers also selected some students who are already good and there is an improvement in silent pronunciation by reading aloud.

Table 1
Interview Excerpts from Respondent (Positive Perceptions)

Researchers	<i>What do you think about learning to pronounce silent letters using reading aloud?</i>
Student (R-4)	<i>I think it's easy to pronounce silent letters because I love English, so it's easy for me to pronounce.</i>
Student (R-7)	<i>Ever since I knew that reading aloud was easier and more comprehensible, which I couldn't at first, after reading aloud containing silent letters I became able.</i>
Student (R-11)	<i>I think it's easy because I'm used to watching English-language movies, so I know a little bit about silent letters.</i>
Student (R-17)	<i>I think it's easier to read aloud for silent pronunciation than to read silently. Because when I read aloud, I can practice it directly and know if it's right or wrong.</i>

Table 1 contains interview excerpts from respondents who have positive perception with questions from researchers about learning to pronounce silent letters using reading aloud.

Table 2
Interview Excerpts of Respondent (Negative Perceptions)

Researchers	<i>Why after learning by reading aloud, the way you pronounce silent letters is still mispronounced?</i>
Student (R-2)	<i>I have trouble pronouncing because I don't like English lessons.</i>
Student (R-3)	<i>I have difficulty pronouncing it because my mother tongue accent (Javanese accent) is still carrying.</i>
Student (R-8)	<i>I have difficulty reading silent letters.</i>
Student (R-14)	<i>I forgot how to pronounce it, that's why I still mispronounced it.</i>
Student (R-16)	<i>Because I assume all the letters in the English word are read, and don't know if there are silent letters.</i>
Student (R-18)	<i>I'm still confused about which is considered silent letters.</i>

Table 2 is an interview takes from respondents who have negative perception with questions from researchers about why when they have done treatment using the reading aloud approach, students still make mistakes in pronouncing silent letters.

Discussion

The ability to pronounce English silent letters correctly is a persistent challenge for many learners of English as a foreign language, particularly due to the inconsistencies in English spelling and pronunciation rules (Jupri et al., 2022). This study investigates how reading aloud facilitates students' awareness and competence in pronouncing silent letters, based on findings gathered through interviews, observations, and questionnaires. The findings provide compelling evidence that reading aloud is not only beneficial for improving

pronunciation generally, but specifically effective in enhancing students' ability to recognize and correctly articulate words with silent letters.

The recognition of improvement in the pronunciation of silent letters through reading aloud was clearly reflected in the data collected. During the interview sessions, students expressed both positive and negative perceptions about the impact of reading aloud on their pronunciation skills. Many students acknowledged that they became more aware of silent letters in words after participating in the reading aloud exercises. For instance, they demonstrated increased accuracy in pronouncing words such as *hour* (/ˈaʊər/) and *knife* (/naɪf/), showing awareness that the initial 'h' and 'k' are not pronounced. These improvements align with the findings of Assauri et al. (2022), who reported that students who were previously unfamiliar with silent letter pronunciation became capable of articulating such words correctly after exposure to reading aloud exercises. The reading aloud practice not only enhanced their pronunciation but also facilitated a more intuitive understanding of the sound-symbol correspondence in English.

Further supporting this, Karya et al. (2022) emphasized that reading aloud offers students a practical, immediate opportunity to vocalize words and hear their own pronunciation. This immediate feedback loop enables learners to identify and self-correct mistakes. One student's journey, for example, began with mispronouncing the word *castle* as /ˈkæsyəl/, but following the reading aloud intervention, the student was able to correct it to the appropriate /ˈkæsəl/. This kind of progress underscores the effectiveness of the method in reinforcing metacognitive strategies—students become more conscious of how they process and produce language sounds, especially in cases where the spelling does not reflect pronunciation directly.

However, the study also uncovered negative perceptions among a few students. As Meliana et al. (2025) observed, some learners continued to struggle with silent letter pronunciation even after the intervention. One student, for example, persistently mispronounced *psychology* as /ˈpɛstələgi/ before the reading aloud treatment and continued to mispronounce it as /ˈpsɪˈkələgi/ afterward, failing to grasp the silent nature of the initial 'p'. Such findings reflect a lack of metacognitive awareness and highlight that the effectiveness of reading aloud may vary depending on individual learner differences. Another notable case was the consistent mispronunciation of *knowledge* as /ˈknələd/ and *often* as /ˈɔftən/, where students read every letter without realizing some were silent. These examples reveal that while reading aloud can be an effective tool for many, it must be paired with guided instruction and feedback to be successful for all learners.

Despite these limitations, the findings overwhelmingly suggest that reading aloud supports the articulation of silent letters by engaging students in active pronunciation tasks. Through reading aloud, students are encouraged to slow down and pay attention to the sounds they produce, making it easier to notice discrepancies between written and spoken English. This aligns with the view of Hidayati (2022), who found that reading aloud enhances speaking fluency and pronunciation more significantly than reading comprehension. While reading silently may aid in vocabulary acquisition and general comprehension, it does not provide the same phonological engagement as reading aloud, particularly in terms of sound articulation and pronunciation monitoring.

Furthermore, the results of the questionnaire administered in this study reinforced the positive impact of reading aloud. Most students agreed with statements suggesting that reading aloud helped them become more confident and accurate in pronouncing silent letters. It is in line with Hidayatullah and Haerazi (2022) who found that students become more confident if they have good pronunciation in speaking activities. In this study, students' feedback reflects the increased competence observed in pronunciation post-intervention, and

the data processed using SPSS further confirmed the upward trend in students' pronunciation performance across various phonological elements, including silent letters.

In addition to pronunciation improvement, reading aloud also appears to foster a positive learning attitude. Mulyasa (2017) noted that reading aloud encourages greater engagement with reading material and improves learners' overall disposition toward language learning. When students feel more involved and motivated, they are more likely to invest effort into self-correction and reflection, both of which are essential for mastering challenging aspects of pronunciation, such as silent letters.

When compared to broader studies like those by Mulyasa (2017) and Hidayati (2022), which explore the general effects of reading aloud on reading and speaking skills, this research offers a more focused contribution by honing in on the specific issue of silent letter pronunciation. The study highlights the role of metacognitive awareness in pronunciation development, showing how students who are encouraged to think about their own thinking and speaking patterns become better at identifying and correcting errors. This is particularly important for silent letters, which are often overlooked by learners due to their lack of phonological visibility.

The pedagogical implications of this research are substantial. For language teachers, incorporating reading aloud activities into regular classroom practice can be a simple yet effective way to target specific pronunciation problems. The findings suggest that reading aloud helps students recognize silent letters, practice their correct pronunciation in real-time, and receive immediate feedback—either from themselves or from teachers and peers. Teachers are encouraged to pair these activities with explicit instruction on silent letters, phonetic transcription exercises, and peer correction strategies to maximize their effectiveness.

This study affirms that reading aloud is a powerful tool in helping students improve their pronunciation of English silent letters. It provides learners with an opportunity to hear, see, and feel the rhythm of English pronunciation, which is essential for mastering irregularities like silent letters. While the results indicate that individual differences may influence the degree of improvement, the overall trend supports the integration of reading aloud as a central component of pronunciation instruction. The insights gained from this study contribute meaningfully to the existing literature and offer practical recommendations for language educators striving to enhance their students' pronunciation accuracy—especially concerning the often-overlooked but crucial area of silent letter recognition and articulation.

CONCLUSION

This study uncovers the problem of students' awareness in pronunciation. The recognition of silent letters for vocational schools remains the most difficult as shown by them during the interview; difficulties in pronunciation because the mother tongue accent is still carried away, forgetting how to pronounce it so that it causes errors in pronunciation, and they assume that all words in English are read and do not even know which ones are silent letters. The lack of learning and recognition of silent letters in elementary and junior high school student results in their lack of understanding of how to pronounce words that have silent letters which have an impact on the high school level, they are still not aware of how to pronounce silent letters. The teaching of silent letters is often overlooked in early language education, yet it plays a pivotal role in helping students develop accurate pronunciation and phonological awareness. The findings of this study highlight the significant impact that early and consistent attention to silent letters can have on students' overall pronunciation skills. By incorporating silent letter awareness into the very first stages of language learning, teachers can prevent the formation of habitual pronunciation errors that may be harder to correct later. This study emphasizes the importance of introducing silent letters early on, ensuring that students not only recognize these challenging aspects of English but also practice them

actively. Further research in the future such as teachers, therefore, must be mindful of integrating these elements into their foundational lessons, making silent letter instruction a natural and consistent part of language development. Doing so can foster greater linguistic confidence, improve comprehension, and lay a strong foundation for clearer, more effective communication as students' progress in their language studies.

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