THESIS

**THE CORRELATION BETWEEN STUDENTS' ENGLISH AND
ARABIC PRONUNCIATION SKILL IN PONDOK PESANTREN
AL-URWATUL WUTSQAA BENTENG SIDRAP**

By

SITI WIRDA LILING
Reg. Num. 16.1300.148

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2021

THESIS

**THE CORRELATION BETWEEN ENGLISH AND ARABIC
PRONUNCIATION SKILL IN PONDOK PESANTREN
AL-URWATUL WUTSQAA BENTENG SIDRAP**

By

SITI WIRDA LILING
Reg. Num. 16.1300.148

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

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2021

THE CORRELATION BETWEEN ENGLISH AND ARABIC PRONUNCIATION SKILL IN PONDOK PESANTREN AL-URWATUL WUTSQAA BENTENG SIDRAP

Thesis

As Partial Fulfillment of the Requirement for the Degree

of Sarjana Pendidikan (S.Pd)

English Education Program

Submitted by

SITI WIRDA LILING
Reg. Num.16.1300.148

To

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2021

ENDORSEMENT OF CONSULTANT COMMISSIONS

The Title of Thesis : The Correlation between Students' English and
Arabic Pronunciation Skill in Pondok Pesantren
Al-Urwatul Wutsqaa Benteng Sidrap

Name of Student : Siti Wirda Liling

Faculty : Tarbiyah

Study Program : English Education

By Virtue of Consultant : The Dean of Tarbiyah Certificate

Degree Num: 2852/2020

Has been legalized by
Consultants

Consultant : Drs. Anwar, M.Pd.

NIP : 19640109 199303 1 005

Co-Consultant : Dra. Hj. Nanning, M.Pd.

NIP : 19680523 200003 2 005

Approved by
Tarbiyah Faculty
Dean,

Dr. H. Saepudin, S.Ag., M.Pd.
NIP. 19721216 199903 1 001

THESIS

THE CORRELATION BETWEEN ENGLISH AND ARABIC PRONUNCIATION SKILL IN PONDOK PESANTREN AL-URWATUL WUTSQAA BENTENG SIDRAP

Submitted by

SITI WIRDA LILING
Reg. Num. 16.1300.148

Had been examined on August, 23th, 2021 and had been declared that it fulfilled the requirements

Approved by
Consultant Commissions

Consultant   : Drs. Anwar, M.Pd.

NIP   : 19640109 199303 1 005   (...............)

Co-Consultant   : Dra. Hj. Nanning, M.Pd.

NIP   : 19680523 200003 2 005   (...............)

Tarbiyah Faculty
Dean

Dr. H. Saepudin, S.Ag., M.Pd.
NIP. 19721216 199903 1 001

iv
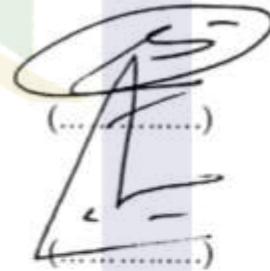
ENDORSEMENT OF EXAMINER COMMISSIONS

Name of Student	:	SITI WIRDA LILING
The Title of Thesis	:	The Correlation between English and Arabic Pronunciation Skill in Pondok Pesantren Al-Urwatul Wutsqaa Benteng Sidrap
Student's Reg. Number	:	16.1300.148
Faculty	:	Tarbiyah
Study Program	:	English Education
By Virtue of Consultant Degree	:	SK. The Dean of Tarbiyah Certificate No: 2852/2020
Date of Graduation	:	August 23th, 2021

Approved by Examiner Commissions

Dr. Anwar, M.Pd.	(Chairman)	(..........)
Dra. Hj. Nanning, M.Pd	(Secretary)	(..........)
Dr. H. Saepudin, S.Ag., M,Pd.	(Member)	(..........)
Drs. Ismail Latif, M.M.	(Member)	(..........)

Tarbiyah Faculty
Dean
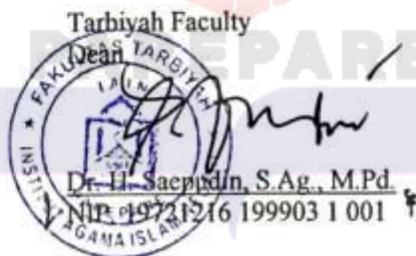
Dr. H. Saepudin, S.Ag., M.Pd.
NIP. 19721216 199903 1 001

ACKNOWLEDGEMENTS

بِسْــــمِاللَّهِالرَّحْمَنِالرَّحِيــــمِ

In the name of Allah, The Beneficent and The Merciful

First of all, the writer would like to express his gratitude to the lord Allah SWT. Who always and still lends the writer with health, bless, mercy, guide so the writer can finish this thesis. Salawat and salam always are sent to the last prophet Muhammad SAW. Peace be upon him who has guided us from the uneducated person to be the an educated person.

In this occasion, the writer wants to thanks profusely to the all people who have become the biggest supporter in mentally and physically to the writer in finishing her thesis. The writer realizes that a lot of people was care for her and lucky enough to have them. So, in this opportunity, the writer would like to express every special thanks to those special people.

The high appreciation and profusely sincere thanks are due to Dr. Anwar, M.Pd as the first consultant, Dra. Hj. Nanning, M.Pd as the second consultant who has by patiently to guide and given their construction suggestion, motivation and correction to the writer for finishing her thesis.

1. Dr. Ahmad Sultra Rustan, M.Si. as the Rector of IAIN Parepare who was worked hard to manage education at IAIN Parepare.

2. Dr. H. Saepudin, M.Pd. as The Dean of Tarbiyah Faculty IAIN Parepare, who has arranged a positive education for the students, allowed the writer to do the research.

3. Mujahidah, M.Pd. as The Chairman of English Program for the fabulous serving to the all of students.

4. Dr. H. Saepudin, M.Pd. and Drs. Ismail Latif, M.M. as a examiner whom guide the writer by giving suggestion, instruction and motivation as a member of examiner commissions.

5. All the amazing lectures of English Program whom have already taught the writer during her study in IAIN Parepare.

6. The staffs of the Tarbiyah faculty that has worked hard to complete the administration for this research and back then.

7. The writer wants to give her sincerest gratitude to her beloved parents. Liling and Marhaya for the endless support and pray for the writer education until the Degree of Strata-I (S1), and the siblings Sitti Nawira Liling, Muhammad Aswar Liling, Anwar Liling, Muhammad Riswan Liling, Anna Althafunnisa, my cousin whom acquired as my sister Dian Aisyah Abidin whom always teach the writer with her patient. My nieces and all the big family who has given their pray for me.

8. Her writer's friend from class T306 and Libam's members whom always care, reply all the question and give a lot of encouragement to finish this thesis.

9. Her mental support's Kim Cutest Doyoung from NCT and all the members of NCT. The Ijimayoo members as the writer's biggest mental support system who gave constant support.

10. All the people who have given their help in writing this thesis that the writer could not mention one by one.

11. Last but not least the writer itself whom never give up and have to face it with her patiently and positively. The writer is proud of her.

Finally, the writer realized that this thesis still has much weakness and far from perfection. Therefore, the writer would highly appreciate all constructive suggestion and criticisms.

Parepare, August 05th 2021
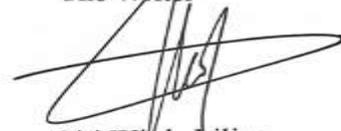
The Writer

Siti Wirda Liling
Reg Num. 16.1300.148

DECLARATION OF THE RESEARCH AUTHENTICITY

The writer who signed the declaration below:

Name   : Siti Wirda Liling

Student Reg. Number   : 16.1300.148

Place and Date of birth   : Parepare, January 27th 1998

Study Program   : English Program

Faculty   : Tarbiyah

Title of Thesis   : The Correlation between Students English and Arabic Pronunciation skill in Pondok Pesantren Al-Urwatul Wutsqaa Benteng Sidrap.

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

Parepare, August 05th 2021

The Writer

Siti Wirda Liling

Reg Num. 16.1300.148

ABSTRACT

Siti Wirda Liling. *The Correlation between English and Arabic Pronunciation Skill in Pondok Pesantren Al-Urwatul Wutsqaa Benteng Sidrap,* (Supervised by Anwar and Nanning)

In learning English language, the learner might find the difficulties in pronouncing English sound which is not familiar in our mother language. Furthermore, Indonesia who is more than 80% people who are Muslim had face learning Arabic alphabet as their way to read a holy Quran since in their young age. Arabic, which is has the same way to produce sound in English pronunciation give the simplicity to the learners to pronounce English words which is not available in Indonesia pronunciation.

In this research, the researcher used quantitative method. The subject of this research is the students of pondok pesantren Al-Urwatul Wutsqaa Benteng Sidrap at in any grade. The data was collected by using recording test to find out the correlation between Arabic and English pronunciation.

The result of English pronunciation skill test showed that 85% of students got very good classification, 15% of students got good classification while no fair or poor classification, the mean score of the test was 86,31. The result of the Arabic test was 100% got very good classification with the mean score was 91,85. The correlation between Arabic and English pronunciation was 0,94 that can be said that there is strong correlation between Arabic and English pronunciation. The skill in pronouncing Arabic words had strong effect in pronouncing English words in pondok pesantren Al-Urwatul Wutsqaa Benteng Sidrap.

Keyword: *Pronunciation skill, English, Arabic*

LIST OF CONTENTS

LIST OF TABLES

LIST OF PICTURE

LIST OF APPENDICES

Number	The Title of Appendices
1	Test
2	Recording Test
3	Statically Correlation
4	Documentations
5	Surat Keterangan Pembimbing (SK)
6	Surat Permohonan Rekomendasi Penelitian
7	Surat Keterangan Selesai Meneliti

CHAPTER I
INTRODUCTION

A. Background

Pronunciation is known as one of the most difficult skill in mastering a new language. This difficulty has nothing to do with intelligence or level of education, or even with knowledge of English grammar and vocabulary. What is generally accepted among psycholinguists and phonologists who specialized in this area, is that the difficulty of learning to pronounce a foreign language is cognitive rather than physical, and that it has something to do with the way 'raw sound' is categorized or conceptualized in using speech. Many learners of English as a second language have "major difficulties" and struggle with correct English pronunciation even after years of learning the language.[1]

In this case, we found out that pronunciation is how a word a language is spoken or simply the way a particular individual speaks a word or language. A word can be spoken in different ways by various individual or group, depending on many factors; such as duration of the culture, exposure of their childhood, the location of their current residence, speech or voice disorders, their ethnic group, their social class, or their education.[2]

The language of our mother tongue has a direct effect on our ability to hear and produce a sound in any new language. That might make learners to fail when they found out several sound which not exist in their mother tongue and they are not

---

[1]Ahmadi, R M. 2011. "Why is So Difficult to Learn?" https://erudio.ub.ac.id/index.php/erudio/_article/download/274/208 (accessed on Wednesday 23rd of December 2020 10.34 AM)

[2]Pronunciation. https;//en.m.wikipedia.org/wiki/ Pronunciation#/media/File%3Aahoa_eztarria _zenbakiekin.png (accessed on 6:56 AM sabtu Januari 19th, 2019)

familiar with those words. Pronunciation errors exhibit more in the first language influence that does speaking errors although a substantial number of the first language.[3]

According to Jarvis & Pavlenko, a person who learns another language would likely do a cross-linguistic transfer. A cross-linguistic transfer itself is a situation in which a person uses his/her knowledge of a certain language to the use of different language. Mostly, a language learner would use his/her mother tongue knowledge when committing a cross-linguistic transfer to another language. Phonological transfer is one of the cross-cultural transfers frequently done by a foreign language learner. A phonological transfer happens when a person's knowledge of the phonological system in one language influences his/her phonological perception and production in different language.[4]

Meanwhile, as said by Lestiono and Gusdian, in spite of the differences among languages in the world, these languages somehow still share quite a few likenesses; one of the resemblances is noticeable in their phonetic aspects in which different languages may share some similar speech sounds.[5]

The researcher who is learning both of the languages directly found out that there are several sound in English who has a similar place of articulation in Arabic pronunciation. Javed found that English and Arabic—which are completely different languages as they came from distinct roots—surprisingly share some similar

---

[3] Dedy Subandowo. *The Language Interference in English Speaking Ability for Efl Learners.* (Muhammadiyah University of Metro 2017). P. 205

[4] Scott Jarvis and Aneta Pavlenko. "Cross-linguistic Influence in Language and Cognition". New York: Routledge. (2008).

[5] Lestiono, Riski and Gusdian, Rosalin Ismayoeng. "Arriving at English Pronunciation by Means of Arabic Consonant Sounds: A Case Study on EFL Students in Indonesian Context". (7th Kuala Lumpur International Conference on Literature, Humanities, Social Sciences and Education. 2017)

consonants, i.e. /θ/, /ð/, and /ʃ/. Therefore, these similarities may help Arabic students to learn pronouncing English words, which contain these targeted sounds accurately.[6]

The similarities between English pronunciation and Arabic pronunciation bring Indonesian students whom are Muslim familiar with those word because it used in Qur'an which is learnt by Muslim since they were young.

Same as that idea above, the Arabic language is difficult as well as the English language. It has many differences from the English language like written from the right and used hijaiyah letter.

On the other hand, it resembles that Arabic pronunciation is very important to learn. In Arabic rules, wrong pronunciation means wrong meaning. And it will bring out the misunderstanding. Therefore, both English and Arabic pronunciation should have more attention. Therefore, such likeliness may facilitate people who speak both languages to pronounce words containing these certain sounds in either English or Arabic.[7]

This research will focus on the correlation between English pronunciation skills and Arabic pronunciation skills and the impact of being a master in Arabic and the way they pronounce the English word.

B. Research Question

Based on explanation above, there are same problem will be take the problem are:

---

[6] Farheen Javed. "Arabic and English Phonetics: A Comparative Study". The Criterion, 2013, p 1-13.

[7] Rosalin Ismayoeng Gusdian and Riski Lestiono. "The Use of Arabic Consonant Sounds to Arrive at English Pronunciation: A Case Study on Indonesian Efl students in Tertiary Level". (Journal of Educational Innovation, English Language Education Department Faculty of Teacher Training and Education Universitas Muhammadiyah Malang, Indonesia, 2018), p. 3

1. What is students' skill in pronouncing English sound in Pondok Pesantren Al-Urwatul Wutsqaa Benteng Sidrap?

2. What is students' skill in pronouncing Arabic sound in Al-Urwatul Wutsqaa Benteng Sidrap?

3. Is there any correlation between students' mastering English pronunciation and pronouncing Arabic sounds in Pondok Pesantren Al-Urwatul Wutsqaa Benteng Sidrap?

C. **Objective of Research**

Based on the problem statement above, the objective of research is :

1. To find out students' skill in pronouncing English sound in Pondok Pesantren Al-Urwatul Wutsqaa Benteng Sidrap?

2. To find out students' skill in pronouncing Arabic sound in Al-Urwatul Wutsqaa Benteng Sidrap?

3. To find out the effect of students' mastering Arabic pronunciation toward pronouncing English sounds in Pondok Pesantren Al-Urwatul Wutsqaa Benteng Sidrap.

D. **Significance of the Research**

1. The Student

This research is expected to know how good students in pronouncing English sounds when they are good pronunciation in Arabic.

2. Teacher

This research it is also expected to give information to english teachers, especially in pronunciation.

3. Researchers

      This research will give experience and knowledge to other researcher about the correlation between mastering Arabic pronunciation toward pronouncing English sound.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter deals with the review of related literature. It is important to elaborate some theories, which are used in this research in order to have an understanding of certain concepts. There were many related theories as the basis of the research.

A. Previous Research Findings

In this part the researcher presents some research that had conclude to this study in the following:

To begin with, Nurlaila Tussa'adah in her research titled "The Correlation Between Students' Pronunciation Mastery And Their Speaking Ability At The First Semester Of The Eleventh Grade Of SMA Negeri 1 Abung Pekurun Kotabumi North Lampung In The Academic Year Of 2017/2018" said that the data was calculated by using person product moment correlation to know the Correlation between Students Pronunciation Mastery and Their Speaking Ability at the First Semester of the Eleventh Grade of SMA Negeri 1 Abung Pekurun Kotabumi North Lampung in the Academic Year of 2017/2018, it is concluded that there was a correlation between students' pronunciation mastery and their speaking ability. The researcher calculated the data and got the result of the data calculation in the previous chapter shows that null hypothesis (Ho) was rejected, and alternative hypothesis (Ha) was accepted. It means that the researcher assumption was true that pronunciation mastery and speaking ability have a correlation. It was supported by the scores that students achieved after the researcher gave the test. The result of Person Product Moment correlation showed that the result 0,954. The result of degree of freedom = 0,361 in

the table are 5% for level significant 0,05. In other sounds, pronunciation mastery has correlation in speaking ability at the eleventh grade of SMA N1 Abung Pekurun Kotabumi North Lampung in the Academic Year of 2017/2018.[8]

In addition, Amalia Yahya Muliasri Arifin in her research titled "The Influence of Arabic Sound toward English Pronunciation at English Department" described that the test result of the participants' in pronouncing the Arabic sound and English fricatives pronunciation. It clearly explain if the participants have a good ability in pronouncing in Arabic sound they can pronounce English fricative pronunciation well. The participants' ability in producing Arabic sound is good because based on the result of interview that is done by the researcher before testing, they started learning Qur'an since they were 5-6 years old. In addition, their teacher though them about makhraj huruf clearly. They also applied it by reading Qur'an after praying every day especially after magrib prayer and shubuh prayer. The participants admit that their ability in pronouncing Arabic sound can help them in pronouncing English fricative pronunciation. It means there is influence Arabic sound toward English Pronunciation especially in fricative.[9]

Furthermore, Rosalin Ismayoeng Gusdian & Riski Lestiono said in their research titled "The Use Of Arabic Consonant Sounds To Arrive At English Pronunciation: A Case Study On Indonesian Efl Students In Tertiary Level" This discovery reveals that as the students have become attentive of their knowledge about Hijaiyah letter, they can use this knowledge to help them pronounce the targeted

---

[8] Nurlaila Tussa'adah. "The Correlation Between Students' Pronunciation Mastery And Their Speaking Ability At The First Semester Of The Eleventh Grade Of Sma N1 Abung Pekurun Kotabumi North Lampung In The Academic Year Of 2017/2018" (Thesis of Tarbiyah And Teacher Training Faculty Raden Intan State Of Islamic University Lampung 2018), p.74

[9] Amalia Yahya and Muliasri Arifin, "The Influence of Arabic Sound toward English Pronunciation at English Department" (IAIN PALOPO), p.19

English sounds. In other sounds, these Arabic consonants do facilitate students in their learning English pronunciation. It literally supports the previous study by Lestiono and Gusdian, which shows similar result. In addition, this finding also confirms CelceMurcia et al. about the positive cross-linguistic transfer, in which the students positively do a phonological transfer from their knowledge of Arabic to English in order to help them with the pronunciation accuracy. In addition, they add that Arabic sounds are positively helpful for facilitating the Indonesian EFL students to learn English pronunciation. This is highly related to the similarity found in both languages (English and Arabic) especially their consonants. Students'acquaintance with Hijaiyah letters, especially ث,ذ and ش can accommodate them in producing the correct pronunciation of /θ/, /ð/, and /ʃ/ singly. Besides, the techniques that have been applied in this pronunciation teaching (reading a short passage, tongue twister game, the use of phonetic transcription, sound imitation, and also pronunciation drill) are mainly the further implications to be used by more foreign language, to be particular, English teachers.[10]

By finding some related research, the researcher concludes that English and Arabic place of articulation shared the similarity of the way they produce several sounds yet it also found that several sounds are not exist in English but can be found in Arabic and vice versa. However, the students who learned Arabic by learning Al-Quran and Makhraj Huruf since they were young find it easier to pronounce a sounds in English compare to students who don't have a basic in learning Arabic.

---

[10] Rosalin Ismayoeng Gusdian & Riski Lestiono, "The Use Of Arabic Consonant Sounds To Arrive At English Pronunciation: A Case Study On Indonesian Efl Students In Tertiary Level" (Erudio Journal English Language Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Malang, Indonesia, 2018), p. 8

B. Some Pertinent Ideas

1. The Concept of Pronunciation

Pronunciation here includes all those aspects of speech which make for an easily intelligible flow of speech, including segmental articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact. Pronunciation is an essential ingredient of oral.[11] These those aspects of speech used for all kind of language across the world to communicate.

Pronunciation means how we say sounds. Most people speak the dialect of Standard language with an accent that belongs to the part of the country they come from or live in. Learners of British English commonly hear RP (Received Pronunciation), which is an accent often used on the BBC and other news media and in some course materials for language learners, but it is also common to hear a variety of regional accents of English from across the world.[12] Arabic people also speak with the accent when it turns to speak in second language.

According to Harmer, Pronunciation is how to say a sounds in which it is made up of sounds, stress, and intonation. Sound deals only with sound and can be meaningless, but if we put some sound together in certain order, that will hear a meaning about something.[13]

2. Place of articulation

In articulatory phonetics, the place of articulation (also point of articulation) of a consonant is the point of contact where an obstruction occurs in the vocal tract

---

[11] Ursula Nowicki, *"Teaching Pronunciation: A Handbook for Teacher and Trainers, program manager, English Language and Literacy"* (TAFE NSW: Access Division, 2001), p. 6

[12] Cambridge Dictionary "https://dictionary.cambridge.org/dictionary/english/pronunciation" (online) (Accessed on: 10th May 2019)

[13] Jeremy Harmer. "The Practice of English Language". (New Edition; London and New York LongMan, 1991), p.33

between an articulatory gesture, an active articulator (typically some part of the tongue), and a passive location (typically some part of the roof of the mouth). Along with the manner of articulation and the phonation, it gives the consonant its distinctive sound.[14]

In phonetics, the basis of articulation, also known as articulatory setting[15,] is the default position or standard settings of a speaker's organs of articulation when ready to speak. Different languages each have their own basis of articulation, which means that native speakers will share a certain position of tongue, lips, jaw, possibly even uvula or larynx, when preparing to speak. These standard settings enable them to produce the sounds and prosody of their native language more efficiently.[16]

Different accent and different language might have their own place of articulation. According to Cruttenden, "The articulatory setting of a language or dialect may differ from GB [General British]. So some languages like Spanish may have a tendency to hold the tongue more forward in the mouth, while others like Russian may have a tendency to hold it further back in the mouth. Nasalization may be characteristic of many speakers of American English, while denasal voice ... is frequently said to occur in Liverpool".[17]

Descriptive phonetic classification relies on the relationships between a number of technical terms that describe the way sounds are made; and one of the

---

[14] Wikipedia. "https://en.wikipedia.org/wiki/Place_of_articulation". (accessed on Saturday 02rd of January 2021)

[15] José Antonio Mompeán González. "Pedagogical tools for teaching articulatory setting". 2003.

[16] Celce-Murcia, D. Brinton and J. Goodwin. "Teaching Pronunciation", (Cambridge University Press 1996), p 27-8

[17] Alan Cruttenden. *Gimson's Pronunciation of English*. Routledge. 2014. p. 302.

relevant elements involves that place at which a specific sound is formed and voiced.[18]

a. Arabic Place of Articulation

Alphabets represent speech sounds. However, a crucial difference between English and Arabic is the sound system.[19] The English language contains twenty-six letters while Arabic has twenty-eight letters of the alphabet. In Arabic, place of articulation called makhraj – مَخْرَج. It differs as to the number of these points of articulation. Some believe there are 16, others 14. For our part, we lean towards the grammarian Al Khalil's opinion and most of the specialists of tajweed, such as Ibn Al Jazari, who consider that there are 17 makhârijs.

The Arabic alphabet has 28 letters, and including the alif- ا makes 29 letters. The Arabic letters are divided into two parts:

1) Asliya – أَصْلِية (original, main): These are the 29 known letters of the Arabic alphabet.

2) Far'iyya – فَرْعِية (auxiliaries, annexes): These are those composed of two letters and whose makhraj oscillates between two points of articulation.[20]

---

[18]Laver, John. (2003). _Linguistic Phonetics_. (in The Handbook of Linguistics), p. 164

[19]Vishwanath Bite. "Arabic and English Phonetics: A Comparative Study." (The Criterion: An International Journal in English 2013), p 1-13

[20] Al-Dirassa. "The points of articulation of Arabic letters | Tajweed rules." (Accessed on: October, 2021)

Picture 2.1 The 5 main points of Articulation
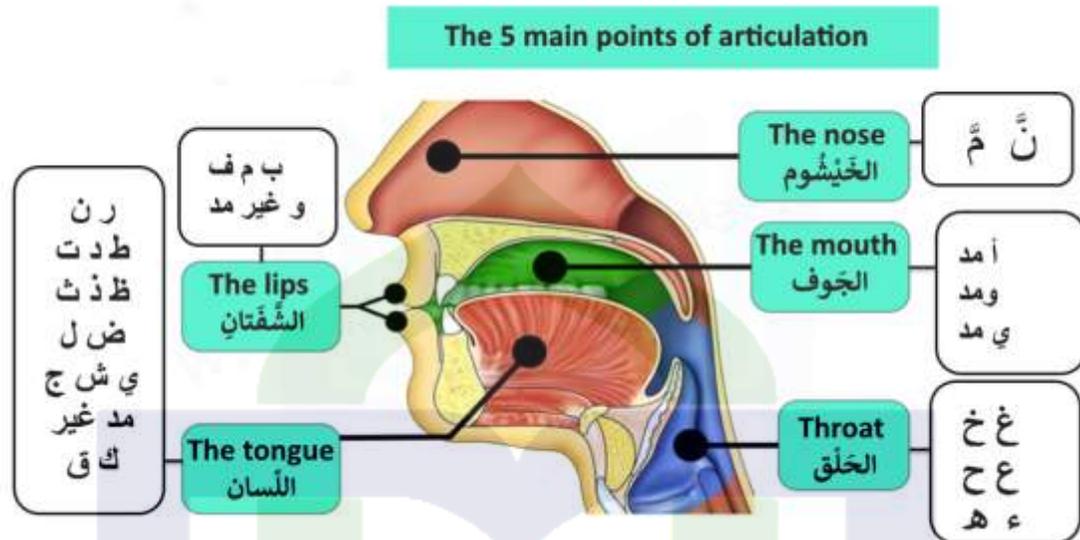
From the picture above, the Place of articulation in Arabic or in common way called as makhraj, it groups in five main of articulation. The Mouth - **الجَوف**, The throat – **الحَلْق**, The tongue - **اللِّسان**, The lips – **الشَّفَتانِ**, The nose – **الخَيْشُوم**.

1) The Mouth - **الجَوف**

Al jawf – **الجَوف**: it is the space inside of the mouth. From this space come out the letters of prolongation, which are:

a) The ا which forms the sound "a"

b) The و which forms the sound "oo"

c) The ي which forms the sound "ee".

The letters have the point of phonation al jawf (space in the mouth) and are not blocked by anything. The sound stops when the air runs out. The exit point of these letters is estimated but not determined. They are based on breath ability. They are also called al surah al hawa'iyya – **الهَوَائِيَّة الحُرُوفُ** about air. These three

letters (alif ا, wâw و and yâ ي) only come out of the mouth. The nose has no influence in any way.

2) The throat – الحَلْق

   The throat includes 3 exit points: Aqsâ al-halq – أَقْصَى الحَلْق - the back of the throat, Wasat al-halq - وَسَطُ الحَلْق – the middle of the throat and Adnâ al-halq - أَدْنَى الحَلْق – the entrance to the throat.

   a) Aqsâ al-halq – أَقْصَى الحَلْق - the back of the throat.

      This place is located at the level of the larynx. The two letters from this point are hamza ء and hâ ه.

   b) Wasat al-halq - وَسَطُ الحَلْق – the middle of the throat.

      This place is located at the level of the pharynx, the glottis. The letters 'ayn ع and Hâ ح come out of this place.

   c) Adnâ al-halq - أَدْنَى الحَلْق – the entrance to the throat.

      This place is the part that closest to the mouth. It is the point of articulation of the letters ghayn غ and khâ خ.

3) The tongue - اللِّسان

Picture 2.2 The 3 Parts of the Tongue
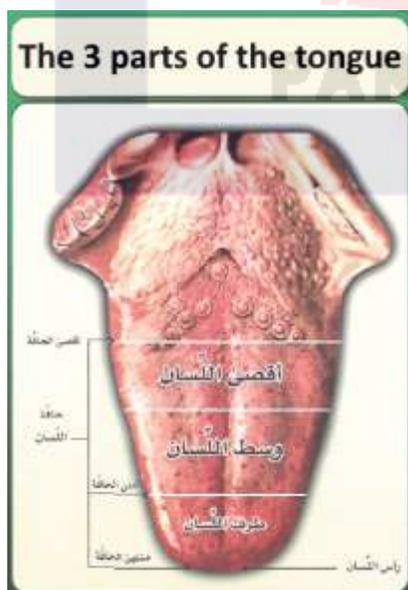
The tongue includes 10 different points of articulation. It comes out 18 letters:

   a) The back part of the tongue (*aqsâ al lisan*) at the pharynx level and the upper part of the palate form the point of articulation of the letter qâf ق.

   b) The upper part of the tongue slightly below the point of articulation of the qâf ق with the upper part of the palate form the point of

articulation of the kâf ك. The letter qâf ق is closer to the throat.

c) The middle of the tongue (*wast al lisân*) with the upper part of the palate form the articulation point of the djîm ط, shîn ش, and yâ ي (the yâ as a consonant and not as a long vowel). Warning! Pronounce the letter ج well: "djîm" and not "jîm".

d) One of the edges (or both) of the tongue resting against the upper premolars and molars form the point of articulation of the dâd ض. The Arabic language is also called "the language of ض because it is a letter specific to the Arabic language and the most difficult to pronounce.

e) One of the edges of the tip of the tongue resting against the palatal mucosa forms the point of articulation of the letter lâm ل.

f) The tip of the tongue slightly above the lâm pressing against the palatal mucosa forms the point of articulation of the letter noûn ن.

g) The tip of the tongue under the point of articulation of the noûn ن pressing against the palatal mucosa and making the back of the tongue vibrate forms the point of articulation of the râ ر.

h) The tip of the tongue resting against the palatal mucosa of the upper central incisors forms the point of articulation of the ta ت, dâ د and Tâ ط.

i) The tip of the tongue with what separates the lower central incisors forms the point of articulation of sâd ص, shîn ش and zey ز.

j) The tip of the tongue resting against the tip of the upper central incisors, taking the precaution of sticking out the tongue slightly between the teeth, forms the point of articulation of the letters Zâ ظ, dhâl ذ and thâ ث.

4) The lips - الشَّفَتانِ

The lips indicate two apart of makhrijs:

a) The inside of the lower lip meets the point of the upper central incisor to form the articulation point of the letter fâ ف .

b) Between the two lips is formed the point of articulation of the letters wâw و (as a consonant and not a long vowel), ba ب and meem م.

5) The nasal cavity – الخَيْشُوم

The nasal cavity. This is called nasal noise (ghunna – الغُنّة). This happens with the letter noon ن and the meem م when they wear a shedda – ّ . When the noon – ن, the meem – م and the tanween are sakeen, but under certain conditions.

b. English Place of Articulation

Here are the place of articulation in English sound and the resemblance in Arabic sound.

1) Labial

Labial sounds consist of bilabial, labiovelar and labiodental sounds. Bilabial sounds are articulated between the upper and lower lips.[21] English bilabial consonants are /b/, /p/, /m/ and /w/, whereas Arabic has only /b/ /ب / and /m/ /م / sounds. The sound /p/ does not occur in Arabic but it is for the sound /b/. Although, when using /b/ instead of /p/, the meaning of the sounds changes. All bilabial sounds can occur in three sounds positions; initial, medial and final. Arabic /w/ /و / is considered one of the Labiovelar sounds that are produced when using the upper and lower lips with the soft palate[22.]

---

[21] Iram Sabir and Nora Alsaeed. *"A Brief Description of Consonants in Modern Standard Arabic"*, p 187.

[22] Iram Sabir and Nora Alsaeed. "A Brief Description of Consonants in Modern Standard Arabic", p 187.

2) Labiodental

Labiodental sounds are produced when the lower lip touches the upper teeth.[23] English contains two labio-dental sounds that are /f/ and /v/, whereas Arabic has only /f/ /ف/ but /v/ sound does not exist. Arab speakers can easily pronounce /f/ because it is one of Arabic sounds. However, they struggle in pronouncing /v/ sound. "Arabic doesn't have a contrastive /v/ sound"[24] to produce /v/, one should vibrate the sound between lips and teeth.[25] Explains that Arabs have to pronounce /v/ as /f/. For example, saying the sentence "It is a fery nice fillage" reflects the fact that Arabic does not present the phoneme /v/.

3) Dental

Dental sounds are articulated with the tip or the blade of the tongue keeps in contact with the upper front teeth[26]. Dental sounds exist both in English and Arabic sound systems. However, in English, dental consonants include only /ð/ and /θ/, but in Arabic, there are dental and inter-dental consonants. Dentals are represented by the symbols /t/ /ت/, ṭ/ /ط/, d/ /د/, ḍ /ض/, s /س/, ṣ/ص/, z/ز/[27] and the inter-dental consonants are /θ/ and /ð/. In Arabic, they are represented by the symbols /θ/ث/, /ð/ذ/ and /ð̣/ظ/.

---

[23] Iram Sabir and Nora Alsaeed. *A Brief Description of Consonants in Modern Standard Arabic*, p 187.

[24] Peter Avery and Susan Ehrlich. *Teaching American English Pronunciation.* (Oxford University Press, New York), 1992.

[25] Amro Mohamed El Said El Zarka. *The Pronunciation Errors of L1 Arabic Learners of L2 English: The Role of Modern Standard Arabic and Vernacular Dialects Transfer.* (The British University, Dubai, 2013), p 1-75.

[26]Iram Sabir and Nora Alsaeed. *A Brief Description of Consonants in Modern Standard Arabic*, p 187

[27]Walid M Amer. "An investigation into the Differences between English and Arabic Consonant and Vowel Sounds: A Contrastive Study with Pedagogical Implications", Associate Professor of Linguistics, The Islamic University of Gaza: Palestine. 2010. p. 4-5.

4) Alveolar

Alveolar sounds are articulated with the tip or blade of the tongue against the alveolar ridge that is located behind the upper teeth.[28] English and Arabic alveolar sounds are /d/, /t/, /s/, /z/, /l/, /n/, /r/. Although, Arabic follows by /r/ر/, L/ل/and /n/ ن.

5) Alveolo Palatal

Alveolar Palatal sounds are articulated with the blade of the tongue behind the alveolar ridge and the body of the tongue raised toward the hard palate.[29] English palatal sounds are /ʃ/, /ʒ/, /tʃ/, /dʒ/, while Arabic has /ʃ/ش/, /j/ي/, and /ʒ/ج.

6) Velar

Velar sounds are produced when the body of the tongue reaches the velum or soft palate.[30] English velar sounds are /k/, /g/, and /ŋ/. Even though, /ŋ/ does not exist as an independent consonant in Arabic. They are symbolized by /x/خ, /g/غ/, and /k/ك/.

7) Uvular

Uvular sounds do not occur in English. They are pronounced by using back of the tongue and uvula beside that Arabic has the only one consonant that produces using Uvular[31] that presented by symbol /q/ق/.

8) Pharyngeal

Pharyngeal sounds are pronounced by using the back of the tongue and pharynx.[32] Usually, sounds systems of all languages from all around the world are

---

[28]Iram Sabir and Nora Alsaeed. *A Brief Description of Consonants in Modern Standard Arabic*, p 187

[29]Iram Sabir and Nora Alsaeed. *A Brief Description of Consonants in Modern Standard Arabic*, p 189

[30]Iram Sabir and Nora Alsaeed. *A Brief Description of Consonants in Modern Standard Arabic*, p 185.

[31]Iram Sabir and Nora Alsaeed. *A Brief Description of Consonants in Modern Standard Arabic*, p 185.

[32]Iram Sabir and Nora Alsaeed. *A Brief Description of Consonants in Modern Standard Arabic*, p 185.

produced from the larynx to the lips. However, the Arabic consonantal system is unique because it differs from any other language system. It consists of a sound class that is pronounced in the area between the larynx and the upper pharynx. Arabic has two pharyngeal consonants that represented by the symbols /ḥ/ζ/, and /ˤ/ع/ that both do not exist in English. According to Bite, however, /ḥ/ and /ç/ are categorized as one of the epiglottal sounds in many varieties.[33]

9) Glottal

Glottal sounds are pronounced in the opening area between the vocal folds, called glottis[34.] Glottal consonants, /ʔ/ and /ɦ/ exist in both English and Arabic. Although, /ʔ/ in English is an alternative pronunciation. /h/ is categorized as a glottal consonant because the opening of the vocal cords becomes narrow when producing it. The airstream passes the vocal cords and creates turbulence.[35]

There are many differences regarding their place of articulation between Arabic and English. Moreover, there are several sound of Arabic who don't exist in nor have equivalents in English. They are /ç/, /đ/, /∂/, /Ṣ/, /ɫ/, /χ/, /ɣ/, /q/, /ḥ/, and /ʔ/. However, the Arabic sound system lacks certain English consonants, such as /p/, /tʃ/, /dʒ/, /ʃ/, /ŋ/, and /v/. Despite this difference, English and Arabic share fourteen common consonants. They are /d/, /b/, /t/, /j/, /f/, /z/, /ʃ/, /h/, /l/, /m/, /n/, /w/, /r /and /y/.[36]

---

[33]Vishwanath Bite. "Arabic and English Phonetics: A Comparative Study", (The Criterion: An International Journal in English 2013), p 1-13.

[34]Iram Sabir and Nora Alsaeed. *A Brief Description of Consonants in Modern Standard Arabic*, p 185.

[35]Iram Sabir and Nora Alsaeed. *A Brief Description of Consonants in Modern Standard Arabic*, p 185.

[36] Iram Sabir and Nora Alsaeed. "A Brief Description of Consonants in Modern Standard Arabic". (Linguistics and Literature Studies 2014), p 185.

Based from the explanation above, it can be concluded that there are several sounds that have the same place of articulation in both English and Arabic language. Neither there are several sounds that cannot be found in English but exist in Arabic language, or sounds that found in Arabic but don't exist in English language.

2.1 Arabic and English Place of Articulation

Place of articulation		English	Arabic	
Labial		/b/, /p/, /m/, /w/	/ب/ , /م/, /و/	
Labiodental		/f/, /v/	/ ف /	
Dental	Dental	-	/ت/, /ط / , /د/, /ض/, /س/, /ص/, /ز/	
	Interdental	/ð/, /θ/	/ث/, /ذ/, /ظ/	
Alveolar	Alveolar	/t/, /d/, /z/, /s/, /n/, /l/, /r/	/ ر/, /ل/, /ن/	
	Alveolo Palatal	/ʃ/, /ʒ/, /tʃ/, /dʒ/, /j/	/ش/, /ي/, /ج/	
Velar		/k/, /g/, /ŋ/	/خ/, /غ/, /ك/	
Uvular		-	/ق/	
Pharyngeal		-	/ح/, /ع/	
Glottal		/h/	/ء/, /ه/	

After those describes about place of articulation in both languages, clearly found numerous similarity in how we produce several sound of sounds.

In this research, the researcher was aim to find out the influence of Arabic sound on English pronunciation especially /ð/-/ذ/, /θ/-/ث/, /ʃ/-/ش/   sounds that researcher found to be very much different from our pronunciation in our mother tongue.

C. Conceptual Framework

The conceptual framework of this research would further be explained in the following program:
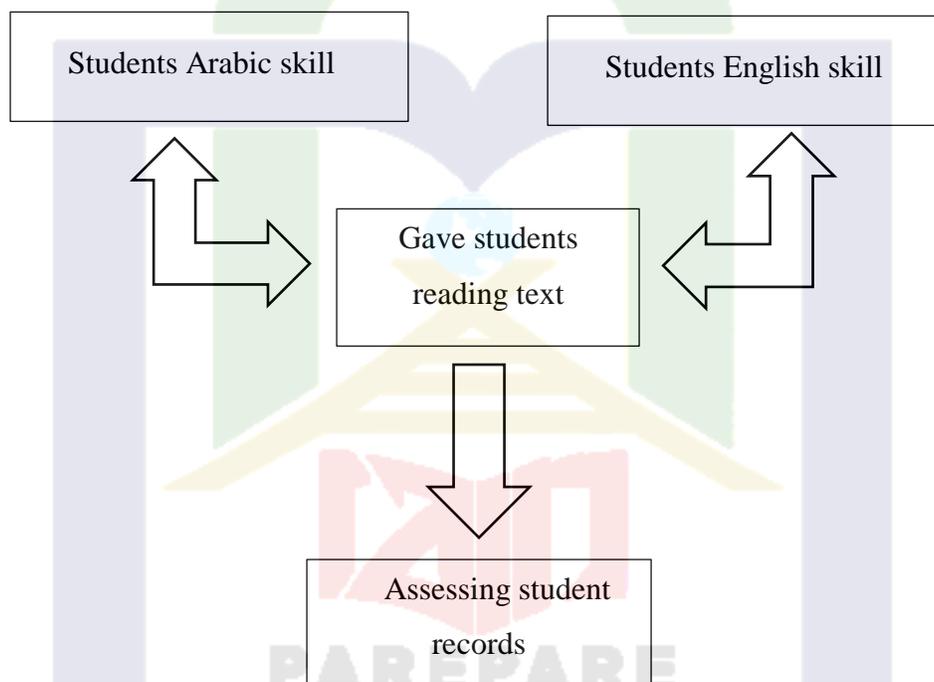
From the chart above, it can be seen that there were three stages involved in this researcher such as Input, Process, and Output.

In the first stage, the researcher observed students' English and Arabic pronunciation skill, the researcher also gave the information about the similarity between Arabic and English sound. Pronunciation was selected based on the core of this researcher and previous assumption that there was the correlation between Arabic

pronunciation and English pronunciation. In this stage, the researcher gave the students the test to be record.

Next step, the researcher recorded student's pronunciation in pronouncing both languages. It was possible that the researcher find a students who good in pronouncing Arabic sounds and good in pronouncing English sounds without learning English deeply. Or the researcher might find the students who had good skill in pronouncing Arabic sound but not good in pronouncing English sound.

In the last stage, after collected all the students recording test, the researcher assessed each students record to find the correct way to pronounce the sound of each word and the correlation between Arabic and English sound of the students.

D. Operational Definition of Variable

1. Research Variable

Variables can be defined as any aspect of a theory that can vary or change as part of the interaction within the theory. In other sounds, variables are anything can affect or change the results of a study. Every study has variables as these are needed in order to understand differences.[37] This research have two variables; they are independent variable and dependent variable. Independent variable (X) is a variable which influence to the dependent variable. The independent variable of research is English pronunciation skill. Dependent variable (Y) is variable that is influenced by the independent variable. The dependent variable of this research is Arabic pronunciation skill.

2. Operational Definition

   a. Arabic Pronunciation Skill

---

[37] Christopher L and Heffner, "Defining Variable allpsych.com/research methods/defining variables" (accessed on Tuesday, 26 January, 2021).

Pronunciation skill in one of the skill that need to be concern about. Arabic is one of the language in the word that has a difficult sound of pronunciation and it is one of the crucial area in Arabic pronunciation because in Arabic language, wrong pronunciation can lead to different meaning.

Indonesia is one of the country that closely related to Arabic because Indonesian used to learn about reading a holy Qur'an since childhood.

b. English Pronunciation Skill

In English Pronunciation is one of the most difficult skills to be mastered. Is about pronouncing and circulating some sounds that have differences between their symbols and sounds. Seeing it used to communicate, pronunciation might send the speaker to misunderstand when someone has not mastered it.

In this study, the researcher focused on students who already had basic skills in pronunciation Arabic sound which was the students of pondok pesantren. As for the sounds that examined there are 3 letters which the researcher found difficulties due to differences in pronunciation with Indonesian because the sounds didn't exist in Indonesia language. They are /ð/, /θ/ - /ث/, /ذ/ /ʃ/-/ش/ sound.

CHAPTER III
RESEARCH METHOD

This part covers about the description of the research design, setting of the research, research variable and the operational definition, instrument of the research, procedure of collecting data, and technique of data analysis.

A. Research Design and Variables

Research design is a plan or program make by researcher as the activity target is done[38]. This research used the correlation research design. There is no manipulation of the variables in either type of research[39]. According to Fraenkel and Wallen, correlation research is also sometimes referred to as from of descriptive research because it describes an existing relationship between two variables.[40]

Correlational designs provide an opportunity for the researcher to predict scores and explain the relationship among variables. In correlational research designs, investigators use the correlation statistical test to describe and measure the degree of association (or relationship) between two or more variables or sets of scores. The purpose of correlation research is to clarify our understanding of important phenomena by identifying relationships among variables.

---

[38] Sugiyono, *Statistika Untuk Penelitian*, (Bandung: Alfabeta, 2012), p. 1

[39] Donald Ary, et. Al., *Introduction to Research in Education*, (8th Edition), (Canada: Wadsworth, Cengage Learning. 2006), p. 349

[40] Jack Fraenkel and Norman Wallen, *How to Design and Evaluate Research and Education,* (Singapore: McGraw, 2009), p. 328

Based on the distinction above, it can be concluded that correlation research is a research that is done to find out whether there is a relationship between two variables to existing data without manipulating the data, variable X and variable Y. In this case, variable X is the students' Arabic pronunciation skill and variable Y is the students' English pronunciation skill. The researcher used correlation formula $\text{rxy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum x2 - (\sum x)2][n\sum y2 - (\sum y)2]}}$ to find the correlation between that variables.

B. Location and Duration

The location of this research conducted in Pondok Pesantren Al-Urwatul Wutsqaa Benteng Sidrap meanwhile the duration of the research took about a month.

C. Population and Sample

1. Population

The population of this research was the students of Pondok Pesantren Al-Urwatul Wutsqaa Benteng Sidrap.

2. Sample

The sample that researcher used in this research was the students of Pondok Pesantren Al-Urwatul Wutsqaa Benteng Sidrap especially in academic year of 2019.

D. The Instrument of the Research

The researcher used just one instrument. The instrument was pronunciation text. It used to measure both of languages, their Arabic and English skill. This test was a pronunciation text that used to measure the students' pronunciation by their ability in Arabic pronunciation toward their English pronunciation test.

E. The Procedure of Collecting Data

In collecting data, it was a reading text where the students read words and sentences which has been provided by the researcher to identify students' pronunciation itself. The researcher directly asked the students one by one based on the absence to come forward to read the text in front of the researcher to know how far the ability of students during producing in English and Arabic. The researcher used a recorder in getting data of students' voice.

F. The Technique of Data Analysis

1. Pronunciation text

The data collected through the test analyzed quantitatively in percentage to measure the students' achievement. This quantitative analysis employed statically calculation to test the hypothesis. The steps are:

a. The researcher gave on focused in the accuracy of the way students spill any words in both Arabic and English pronunciation text.

b. Finding out the score by calculating the percentage of students score:

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

Where:

P = Percentage

F = frequency

N = total number of sample[41]

And to calculate the students' test by using the following formula.

$$X = \frac{\Sigma x}{n}$$

Where:

X = Mean Score

ΣX = Total of raw score

n = the Number of students

Table 3.1 The classifications of students score[42]

No.	Classification	Score
1.	Very Good	80-100
2.	Good	66-79
3.	Average	56-65
4.	Poor	40-55
5.	Very Poor	≤ 39

(*Source: Suharsimi Arikunto,2009:254*)

The next step was to find out the correlation between two variables. The correlation between English pronunciation skill and Arabic pronunciation skill. This technique proved statically whether there was any significant correlation between the two variables.

---

[41] L.R. Gay, *Educational Research Competencies for Analysis and Application. (Second Edition Colombus*, Ohio: Charles E. Meril Publishing),p.225.

[42] Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, (Jakarta:Bumi Aksara,2009),p.254

To find the correlation English pronunciation skill and Arabic pronunciation skill, the researcher used the product moment correlation coefficient formula.

The formula is[43]

$$rxy = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum x2 - (\sum x)2][n\sum y2 - (\sum y)2]}}$$

Where:

r_{xy} = Coefficient of correlation product moment

$\sum x$=Total distribution score of x

$\sum y$=Total distribution score of y

$\sum x2$ = Sum of Quadrate distribution score x

$\sum y2$ = Sum of Quadrate distribution score y

$\sum xy$ = Total multiplication score of x and y

n = the number of paired X and Y score

Table 3.2 The quality of correlation based on the value of r product moment[44]

No.	The value of r Product Moment	Interpretation on Correlation Quality
1.	0,00 –0,199	Very weak correlation
2.	0,20 –0,399	Weak correlation
3.	0,20 –0,399	Middle correlation

---

[43] Syofian Siregar, *Metode Penelitian Kualitatif: Dilengkapi Dengan Perbandingan Perhitungan Manual dan SPSS*, (Jakarta: Kencana. 2013),p. 252

[44]Sugiyono, *Metode Penelitian Pendidikan,* (pendekatan kuantitatif, kulaitatif, dan R&D),cet:2, p.257

4.	0, 60 –0,799	Strong correlation
5.	0, 80 –1,000	Very strong correlation

(Source: Sugiyono, Metode Penelitian Pendidikan: 257)

CHAPTER IV
FINDINGS AND DISCUSSION

This chapter fulfilled with two sections, the findings of the research and the discussions of the findings. This research objectively tried to find out the students ability in pronouncing English words while they were already have their ability in pronouncing Arabic words in pondok pesantren Al-Urwatul Wutsqaa Benteng Sidrap. To achieve the objective of this research, the researcher tested the student by recording their pronouncing while they read several words.

A.   Findings

The test was hold in pondok pesantren Al-Urwatul Wutsqaa. The researcher gave the paper that contained with the text that should be read by student while the researcher recorded it, there were 26 words and 7 sentences. The researcher was planned to record in video mode but ended up with only voice mode. To find out the student's score ability in pronouncing by dividing students' total score with maximum score, after that time with 100. This test would definitely help the researcher in finding and collecting data as the data below:

Table 4.1 The students' score of English pronunciation skill

NO.	Name	Score	Classification
1.	SH	87	Very Good
2.	A	92	Very Good
3.	FAL	82	Very Good

4.	NA	87	Very Good
5.	AQM	90	Very Good
6.	RA	85	Very Good
7.	NAR	94	Very Good
8.	DNH	80	Very Good
9.	MS	98	Very Good
10.	IW	82	Very Good
11.	ASS	77	Good
12.	SAS	75	Good
13.	FMK	93	Very Good
Total		$\sum X = 1122$	

(Source: Students' recording test)

The table 4.1 above showed that there were 13 students that were contributed in the recording test with the classifications that there were totally 11 students had a very good result in pronouncing English words with the highest score is 98. While there were 2 students who had good result with the score 77 and 75.

Table 4.2 The classification of students English pronunciation skill

NO.	Classification	Score	Frequency	Percentage
1.	Very good	81-100	11	85%
2.	Good	61-80	2	15%
3.	Fair	41-60	0	0%

4.	Poor	21-40	0	0%
5.	Very poor	0-20	0	0%
			13	100%

(*Source: Students classification*)

Based on the table 4.2 above, the researcher classified that there were 11 (85%) of students that had very good classification out of 13 students while there were 2 (15 %) students had good classification. Based on that data, the researcher can take the conclusion that most of the students got very good classification in their record test.

Table 4.3 The mean score of students English pronunciation skill

Main score	Classify
86,31	Very Good

After got all the result from the test before, the researcher calculate students main score by using formula in the previous pages and come out with the result as can be seen in the table above. The main score that the students got was 86,31 with the classify was very good or in the other way it can be said that out of 13 students in Pondok Pesantren Al-Urwatul Wutsqaa had a very good classify in pronouncing English sound.

Table 4.4 The students' score of Arabic pronunciation skill.

NO.	Name	Score	Classification
1.	SH	92	Very Good

2.	A	97	Very Good
3.	FAL	87	Very Good
4.	NA	92	Very Good
5	AQM	95	Very Good
6.	RA	90	Very Good
7.	NAR	99	Very Good
8.	DNH	85	Very Good
9.	MS	98	Very Good
10.	IW	87	Very Good
11.	ASS	88	Very Good
12.	SAS	86	Very Good
13.	FMK	98	Very Good
	Total	$\sum X$ =1194	

(Source: Students' pronunciation test)

The score of students result in pronouncing Arabic words with the total of students who contributed in this research was 13 people showed that the highest score was 99 and the lowest was 85. Although it has different score but it can be said that the classification of all the student was very good with the total of score was 1194.

Table 4.5 The classification of students Arabic pronunciation skill.

NO.	Classification	Score	Frequency	Percentage
1.	Very good	81-100	13	100%

2.	Good	61-80	0	0%
3.	Fair	41-60	0	0%
4.	Poor	21-40	0	0%
5.	Very poor	0-20	0	0%
			13	100%

By using the previous formula, the researcher calculate that out of 13 contribute students, the classification of the way they pronounce Arabic words was indeed very good. Even total of 13 students had 100% percentage in the way they pronouncing Arabic sounds.

Table 4.6 The mean score of students' Arabic pronunciation skill

Main score	Classify
91,85	Very Good

From the 100% percentage score that the students got in classification of students Arabic pronunciation skill, the next step that the researcher did was to find out the mean score of all the score that the students got. From the table above, it showed that the main score of students' Arabic pronunciation was 91.85 that can be classify as very good level.

Table 4.7 The correlation of Arabic pronunciation toward students' English pronunciation skill.

X	Y	X.Y	X2	Y2
92	87	8004	8464	7569
97	92	8924	9409	8464

87	82	7134	7569	6724
92	87	8004	8464	7569
95	90	8550	9025	8100
90	85	7650	8100	7225
99	94	9306	9801	8836
85	80	6800	7225	6400
98	98	9604	9604	9604
87	82	7134	7569	6724
88	77	6776	7744	5929
86	75	6450	7396	5625
98	93	9114	9604	8649
1194	1122	103450	109974	97418

(Source: All the collected data)

The table above showed the correlation between Arabic and English pronunciation skill. Based on the data that researcher obtained it showed that the students had very good skill in Arabic while good in pronouncing English. It can be concluded that the students whom were good in Arabic would be probably good in pronouncing English word. To get more clarify about the correlation between Arabic and English pronunciation skill, the researcher made an analysis as follow:

$$rxy = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum x2 - (\sum x)2][n\sum y2 - (\sum y)2]}}$$

$$N = \frac{(1344850) - (1339668)}{\sqrt{[(1429662) - (1425636)][(1266434) - (1258884)]}}$$

$N = 0,94$

Based on the result of the value from the students recording test was 0,94 its clearly says that there is a very strong correlation between variable X and variable Y or it can be said that Arabic pronunciation skill has strong correlation towards students English pronunciation skill.

B. Discussion

This section explained about the discussion of the findings that been through above. Also this section included in the presentation of the data and the student final result of their recording test.

Before that, the researcher already had to conclude that English and Arabic place of articulation shared the similarity of the way it produced several sounds that this researched focus on as it said in the previous chapter. And as said by Amalia Yahya Muliasri Arifin in her research titled "The Influence of Arabic Sound toward English Pronunciation at English Department" The participants admit that their ability in pronouncing Arabic sound can help them in pronouncing English fricative pronunciation. It means there is influence Arabic sound toward English Pronunciation especially in fricative. The researcher whom shared the same experience as a English and Arabic learner, found it itself that those two languages shared same way to pronounce their sounds. From that experienced, the researcher came out with this research.

To validate this research, the researcher used reading text as the instrument to find students skill in pronouncing English and Arabic sound. And to find the significant correlation in the way those languages had spoken, the researcher used the correlation design to describe an exiting relationship between two variables.

According to the research questions in the first chapter, the researcher was going to describe all the phenom that the researcher got on court.

1. The Students Skill in Pronouncing English Sound

The researcher had the first thought that the students might had learn about English as a compulsory subject in school but indeed the experience of learning pronunciation might been only in the cover of the subject. After reached the court, the researcher started to do the analyzed the students skill in English by talking to them with English. Along with that thirteen students, their ability in using English was not sounds alike. There were a students who had very clear yet fluent in English but in the other way, there were a students who still found the difficulties to spill a word in English.

After did some analyzed on, the researcher started to introduce the students into the phonetic symbols in English that would lead the session to the way to pronounce English sound in the right way. Indeed, there were students that already familiar with those symbols while another students just faced the symbols right after the researcher spilled it out. The researcher gave the correct way to pronounce the words and followed by the students obediently. The fluently and the correctly way the students to pronounce those sound was different each other. The students who already

got to know well with the symbol didn't find the significant difficulties in pronounce those sound but the students who got to know the symbol right after the researcher had spilled it out, had a little difficulties to pronounce it in the right way.

After those introduced session to phonetic symbol, the researcher gave the students the instrument that filled with totally 26 words and 7 sentences English text. The researcher planed to do the recording in mp4 but turned out to be record in voice note because the researcher didn't have the permission from the students.

The researcher called the students one by one and recorded the way the students pronounced the English text. Out of the thirteen students whom participated in this research, there were students who got 98 as the highest score while the lowest was 77 and 75. There were eleven (11) students or in percentage 85% of them had very good skill in pronouncing English sound. While the rest of them had around 15% of good skill in pronouncing English sound. Those students who had a very good in pronouncing English sound said that they learned English since in the elementary school and the text that provided by the researcher was a common vocabularies so it was easy to them to pronounce it while the rest of them said that they rarely practice to pronounce those words that made them face a little bit difficulties. The main score that the researcher found after calculated all the students score was 86,31 with the classification of the students score was very good. The final said that in Pondok Pesantren Al-Urwatul Wutsqaa Benteng Sidrap the students had a very good skill in pronouncing English sound.

2. The Students Skill in Pronouncing Arabic sound

This research was located in Pondok Pesantren Al-Urwatul Wutsqaa Benteng Sidrap which is one of the Islamic school whose close enough with Arabic language. Not like in a regular school, in Islamic school the students learn about Arabic language deeply with more hours than in regular school. The researcher thought that most of the students had mastered in pronouncing Arabic sounds.

As the researcher came out with the hijaiyah letter and asked the students to pronounce it, the researcher agreed in that moment that the students had mastered the way the students pronounce hijaiyah letter.

The researcher than passed the instrument to the students to be read loudly and record it by using a phone. The researcher used the same instrument that the researcher gave to test the students English pronunciation but when it turned to the score, the researcher only focused on the sounds that had similarity way to pronounce which are /ð/-/ذ/, /θ/-/ث/, /ʃ/-/ش/.

From the result that the researcher got from students pronounced, the researcher described the students score that they got which can be seen in chapter IV in the table 4.4. The table described that total thirteen students who had participated in this researcher, the students got 100% very good classification in pronouncing Arabic sound. The students got 80 as average of their score with 100% percentage. It can be influenced by the fact that the students used to speak in Arabic language as a students from Islamic school. The results obtained are also in line with the researchers' initial thoughts about students' Arabic pronunciation skill. This could be said that in Pondok Pesantren Al-Urwatul Wutsqaa, around thirteen students whom

participated in this research, there were 100% students had a very good skill in pronouncing Arabic sounds.

3. The Correlation Between Students Mastering English and Arabic Pronunciation Skill

Before the researcher did the recording test, the researcher foremost explain that in English and Arabic pronunciation, there were sounds that shared same way to pronounce. There were several sounds that shared the Those are /ð/-/ذ/, /θ/-/ث/, /ʃ/-/ش/ sounds that shared same articulatory setting. The students who didn't familiar with phonetic symbol, might face the difficulty to recognize those symbols. But when the researcher placed on a par it with the hijaiyah letter that the students more familiar with, the students found it more easily to pronounce those symbol.

Alongside with the research from Rosalin Ismayoeng Gusdian and Riski Lestiono, they discovery that as the students have become attentive of their knowledge about Hijaiyah letter, they can use this knowledge to help them pronounce the target English sound. In other sounds, these Arabic consonant do facilitate students in their learning English pronunciation. It literally supports the previous study by Lestiono and Gusdian, which shows similar result. In addition, they add that Arabic sounds are positively helpful for facilitating the Indonesian EFL students to learn English pronunciation. This is highly related to the similarity found in both languages (English and Arabic) especially their consonants.

Although the students didn't get to know about those language that shared some place of articulation before, the researcher found it that the students would be

easier to pronounce the English pronunciation if they know the fact before because the students already mastered in pronounce Arabic sound.

Based on the test that the researcher had done to the students, the researcher concluded that even though the students already know the correct way to pronounce those difficult sound, the students kept facing the struggle to pronounce the sounds because they didn't familiar to pronounce it in that way. The researcher believed that along to practicing it daily and continuously, the students will pronounce it in the correct and perfect way. The table 4.7 showed how the researcher calculated all the score that the students got from their English and Arabic recording test and the correlation between their Arabic and English pronunciation skill. Based on the data that researcher obtained it showed that the students had very good skill in Arabic with the main score was 91,85 while good in pronouncing English sounds with 86,31 score.

As a conclusion, after collecting and calculating all the data from the test and the way to find out the correlation between those two languages, Arabic pronunciation skill and English pronunciation skill, the researcher used formula that can be seen in previous pages which is $rxy = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum x2 - (\sum x)2][n\sum y2 - (\sum y)2]}}$ with the final result was 0,94 which was a very good result. The result that the researcher found was in the highest level. It can be concluded that the students whom were good in Arabic would be probably good in pronouncing English word or it can be say in interpretation that there was a very strong correlation between variable X and variable

Y or it can be concluded that there was a strong correlation between students Arabic and English pronunciation skill in pondok pesantren Al-Urwatul Wutsqaa Benteng Sidrap.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

This chapter presents: Conclusions, and, suggestions based on the findings and interpretation in the previous chapter.

A. Conclusions

1. The main score that the researcher found after calculated all the students score was 86,31 with the classify was very good. It could be said that in Pondok Pesantren Al-Urwatul Wutsqaa Benteng Sidrap the students had a very good skill in pronouncing English sound.

2. The results obtained are also in line with the researchers' initial thoughts about students' Arabic pronunciation skill. This could be said that in Pondok Pesantren Al-Urwatul Wutsqaa, around thirteen students whom participated in this research, there were 100% students had a very good skill in pronouncing Arabic sounds.

3. The result that the researcher found was in the highest level. It can be say in interpretation that there was a very strong correlation between variable X and variable Y or it can be concluded that there was a strong correlation between students Arabic and English pronunciation skill in pondok pesantren Al-Urwatul Wutsqaa Benteng Sidrap.

B. Suggestions

Based on the conclusions above and based on the research that had been done, the writer would like to offer some suggestions to teachers, the students and for other researchers. The suggestion in as follows:

1. The teacher should find the easier way to teach student English language that not give burden to them while teaching. Known the similarity of the two languages, Arabic and English in the way the sound pronounced can be one of the solution to teach English pronunciation.

2. Students must continue to practice the way each sounds were out from the mouth because they already know how to deliver it in the correct way and keep sharing the knowledge that the students know to another students.

3. For the future researcher, this researcher may be a guide as literature when they want to research similarity cases although this research is still far away from the perfection and lack in many things.
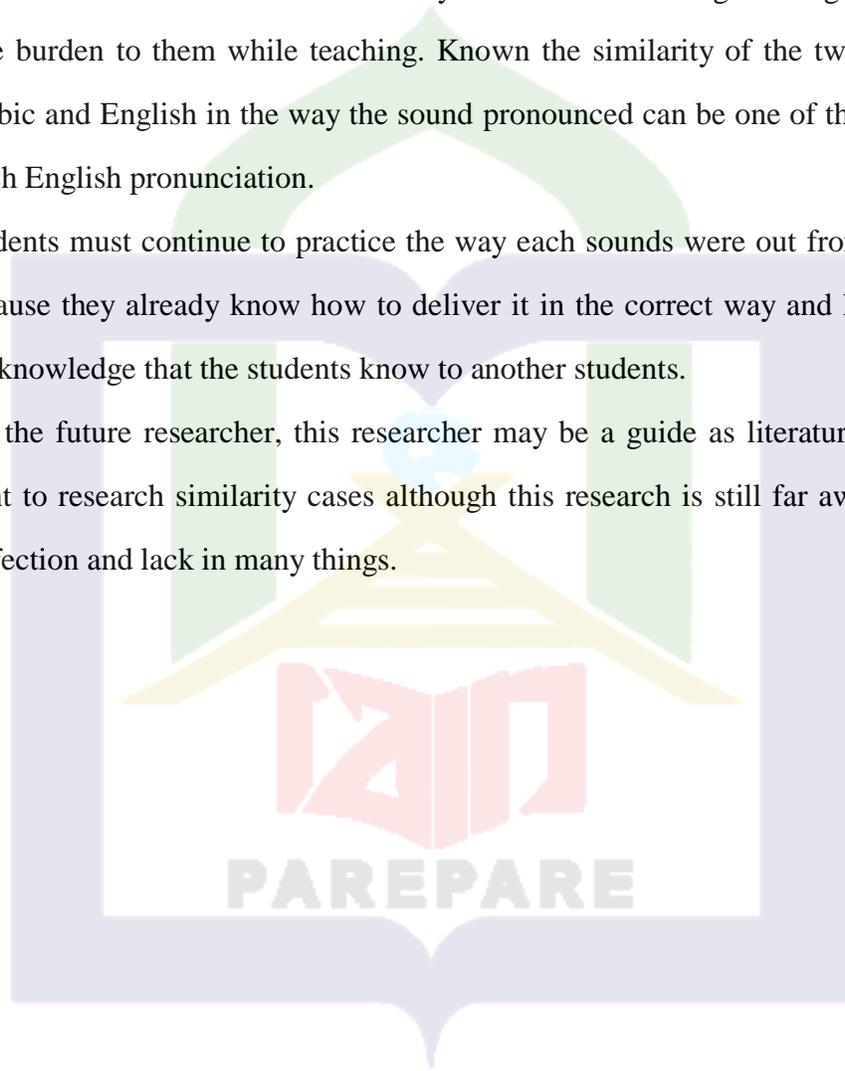
BIBLIOGRAPHY

Ahmadi, R M. 2011. *Why is So Difficult to Learn?* https://erudio.ub.ac.id/index.php/ erudio/article /download /274/ 208. (accessed on Wednesday 23rd of December 2020 10.34 AM).

Al-Dirassa. 2021. *The points of articulation of Arabic letters | Tajweed rules.* https://en.al-dirassa.com/the-points-of-articulation-of-arabic-letters-tajweed-rules/ (accessed on October 2021)

Amer M Walid. *An investigation into the Differences between English and Arabic Consonant and Vowel Sounds: A Contrastive Study with Pedagogical Implications.* Associate Professor of Linguistics. The Islamic University of Gaza: Palestine. http://site. iugaza.edu.ps/wamer /files/2010/02/ An-investigation-into-the-Differences-between-English-and-Arabic-Consonant-and-Vowel-Sounds-review.pdf (accessed on Monday 4th January 2021).

Arikunto, Suharsimi. 2009. *Dasar-dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara.

Ary D, Cheser L Jacobs, Sorensen Chris. 2006. *Introduction to Research in Education*. Eight Edition. Cengage Learning; Canada, Wadsworth.

Avery P, Ehrlich S. 1992. *Teaching American English Pronunciation.* Oxford University Press, New York.

Bite, V. 2013. *Arabic and English Phonetics: A Comparative Study*. The Criterion: An International Journal in English. https:// www.researchgate. Net /publication/341534825_A_Comparison_between_English_and_Arabic_Sou nd_Systems_Regarding_Places_of_Articulation. (Accessed on Monday 4th January 2021 9.57 AM).

Brian J Heaton. 1989. *Writing English Language test*. Longman Handbook for language Teacher. United States America: Longman. Cambridge Dictionary *https://dictionary.cambridge.org/dictionary/english/pronunciation* (online) (Accessed on: 10th May 2019).

Celce, Marianne Muria, Donna M Brinton, Janet M Goodwin. 1996. *Teaching Pronunciation*. Cambridge University Press; America, New York.

Cruttenden, A. 2014. *Gimson's Pronunciation of English*. Eight Edition. Routledge.

Fraenkel J, Wallen N. 2009. *How to Design and Evaluate Research and Education*. McGraw: Singapore.

Gay, L.R. 1981. *Educational Research.Competencies foranalysis and application, Second Edition*. Charles E. Meril Publishing Company.

Harmer J. 1991. *The Practice of English Language*. New Edition; London and New York LongMan.

Heffner, Christopher L. *Defining Variable*. allpsych.com/researchmethods defining variables (accessed on Tuesday 26th January 2021)

Ismayeong R Gusdian, Lestiono R. 2018. *The Use of Arabic Consonant Sounds to Arrive at English Pronunciation: A Case Study on Indonesian Efl students Tertiary Level*. Journal of Educational Innovation. http://eprin ts.umm.ac.id /44245/21/Gusdian%20Lestiono%20-%20Arabic%20consonant%20sounds%20English%20consonant%20sounds%20Indonesian%20EFL%20students%20Tertiary%20level.pdf. English Language Education Department Faculty of Teacher Training and Education Universitas Muhammadiyah. Indonesia, Malang. (accessed on Wednesday 23rd December 2020 10:11 AM).

Jarvis S, Pavlenko A. 2008. *Cross-linguistic Influence in Language and Cognition*. New York: Routledge.

Javed, F. 2013. *Arabic and English Phonetics: A Comparative Study*. The Criterion; India.

John L. 2003. *Linguistic Phonetic: in The Handbook of Linguistic*. Graphicraft Ltd: Hongkong.

Lestiono, Riski, Gusdian, R. 2017. *Arriving at English Pronunciation by Means of Arabic Consonant Sounds: A Case Study on EFL Students in Indonesian Context*. 7th Kuala Lumpur International Conference on Literature, Humanities, Social Sciences and Education. http://eprints.umm.ac.id/36607/. (accessed 23rd December 2020).

Mangi Linda F.I 2019. *The Contribution of Arabic Phonology to English Pronunciation*. English Literature, Faculty of Languages and Arts, State University of Surabaya.

Mompean, J.A. 2003. *Pedagogical tools for teaching articulatory setting*. University of Murcia, Department of English Philology; Murcia. Spain.

Nowicki, Ursula. 2001. *Teaching Pronunciation: A Handbook for Teacher and Trainers, program manager, English Language and Literacy*. TAFE NSW: Access Division.

Odlin T, 1989. *Language Transfer. Cross Linguistic Influence in Language Learning*. .Melbourne: Cambridge University Press.

Sabir, I. Alsaeed, N. 2014. *A Brief Description of Consonants in Modern Standard Arabic*. Al-Jouf University; Sakaka, KSA. https://www.hrpub.org/ download /20141001/LLS2-19390082.pdf. (accessed on Monday 4th January 2021).

Siregar, Sofyan. 2015. *Metode Penelitian Kualitatif: Dilengkapi Dengan Perbandingan Perhitungan Manual dan SPSS*,.Jakarta: Kencana.

Subandowo, D. 2017. *The Language Interference in English Speaking Ability for Efl Learners.* http://ejournal.unp.ac.id/ index.php/selt /article/ download/ 8005 /6107. (accessed on Wednesday 23rd December 2020).

Ramadayanti Suci, 2017. *The Correlation Between Students Habit In Watching English Movie And Their Vocabulary Mastery at MTs Islamiyah YPI Batang Kuis in 2016/2017 Academic Year*. Published skripsi. North Sumatera, Medan

Sugiyono. 2012. *Statistika Untuk Penelitian*. Alfabeta; Bandung.

Sugiyono.2014. *Metode Penelitian Pendidikan*, pendekatan kuantitatif, kulaitatif, dan R&D

Tim Penyusun, 2013, *Pedoman Penulisan Karya Ilmiah (Makalah dan Skripsi), Edisi Revisi Parepare*: STAIN Parepare.

Tussa'adah, N. 2018. *The Correlation Between Students' Pronunciation Mastery And Their Speaking Ability At The First Semester Of The Eleventh Grade Of Sma N1 Abung Pekurun Kotabumi North Lampung In The Academic Year Of 2017/2018*.http://repository.radenintan.ac.id/3124/1/SKRIPSI_NURLAILA. pdf. (accessed on 9th January 2021).

Wikipedia. *https://en.wikipedia.org/wiki/Place_of_articulation*. (accessed on Saturday 02rd of January 2021)

Yahya A, Arifin M. 2015. *The Influence of Arabic Sound toward English Pronunciation at English Department.* https://ejournal. Iain

palopo.ac.id/index.php/ideas/article/view/149 (accessed on Saturday 9th January 2021 11.41 AM).

Zarka, A.M.E.S. 2013. *The Pronunciation Errors of L1 Arabic Learners of L2 English: The Role of Modern Standard Arabic and Vernacular Dialects Transfer*. The British University: Dubai.

APPENDICES

Appendix 1 Test

Read the text below loudly!

Words

<u>Th</u>ank you, <u>th</u>ink, <u>th</u>ought
ث   ث   ث   ث

<u>Th</u>ere, <u>th</u>at, <u>th</u>e
ذ   ذ   ذ

Some<u>th</u>ing, no<u>th</u>ing, heal<u>th</u>y
ث   ث   ث   ث

Bro<u>th</u>er, ei<u>th</u>er, o<u>th</u>er
ذ   ذ   ذ

Ma<u>th</u>, mou<u>th</u>, bo<u>th</u>,
ث   ث   ث

Smoo<u>th</u>, brea<u>th</u>
ث   ث

<u>Sh</u>e, <u>sh</u>ow, <u>sh</u>ould
ش   ش   ش

Back<u>l</u>ash, wi<u>sh</u>, engli<u>sh</u>
ش   ش   ش

<u>Sh</u>oulder, di<u>sh</u>washer, fa<u>sh</u>ion
ش   ش   ش

Sentences:

I will eat any<u>th</u>ing heal<u>th</u>y wi<u>th</u> my tee<u>th</u>.
ث   ث   ث   ث

<u>Th</u>ank you for driving back and for<u>th</u> <u>th</u>is mon<u>th</u>.
ث   ث ذ   ث

I <u>th</u>ink Be<u>th</u> is traveling nor<u>th</u> on <u>th</u>e pa<u>th</u>.
ث   ث   ث   ث

VI

That mother can't breathe.
  ذ   ذ   ث

I rather like this weather.
  ذ   ذ   ذ

English people are neat and smart
  ش

The fashion show is showing on TV
  ش   ش   ش

Appendix 2 Recording test
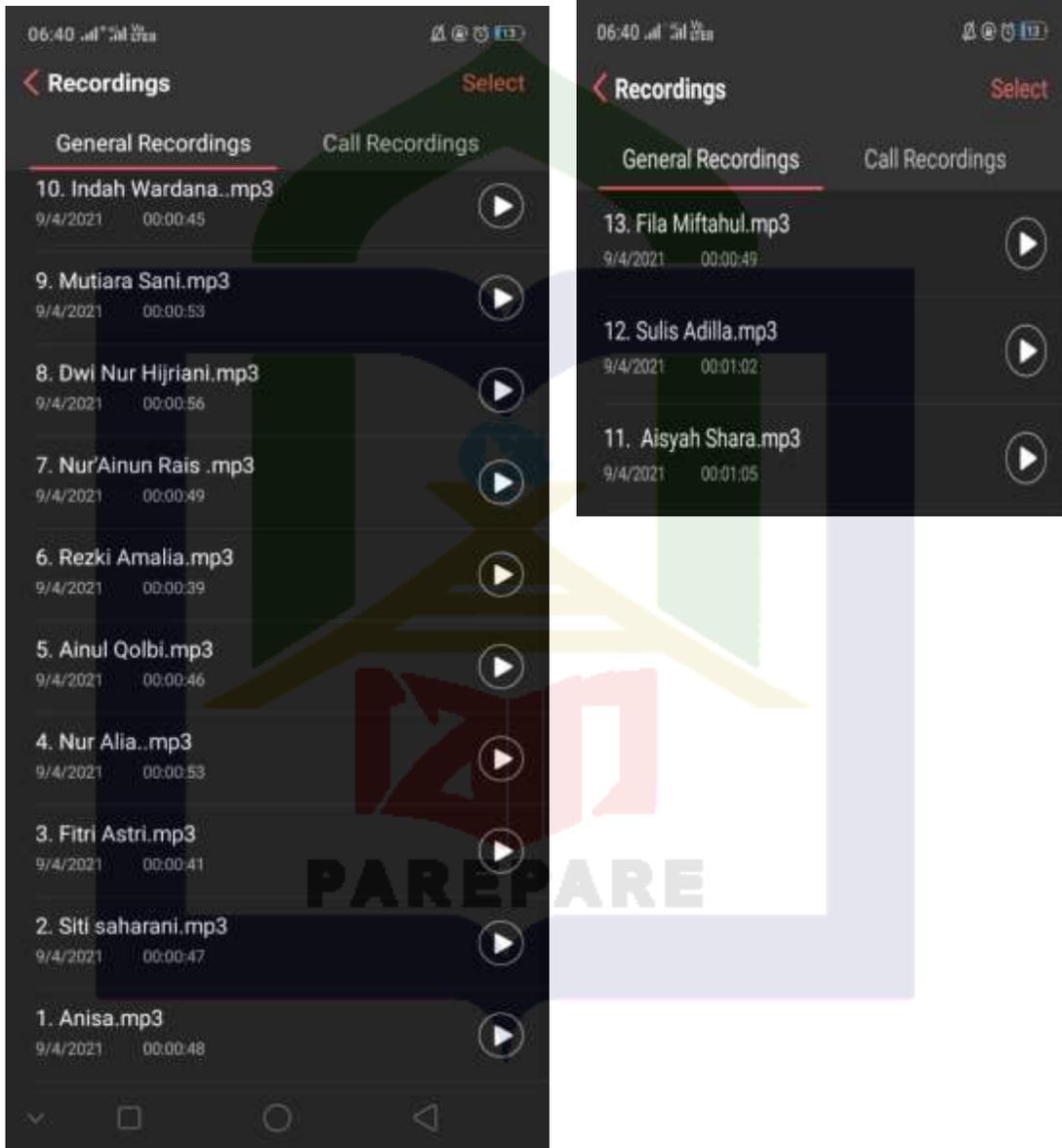
Appendix 3 Statically Correlation

$$rxy = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum x2 - (\sum x)2][n\sum y2 - (\sum y)2]}}$$

$$N = \frac{13(103450) - (1194)(1122)}{\sqrt{[(13)(109974) - (1194)2][(13)(97418) - (1122)2]}}$$

$$N = \frac{(1344850) - (1339668)}{\sqrt{[(1429662) - (1425636)][(1266434) - (1258884)]}}$$

$$N = \frac{5182}{\sqrt{(4026)(7550)}}$$

$$N = \frac{5182}{\sqrt{(30396300)}}$$

$$N = \frac{5182}{5513,28}$$

$$N = 0,94$$

Table 4.8 Standard Categories of "r" Product Moment Value

The value of "r" Pearson product	Interpretation

moment (rxy)	
0,80 –1,00	There is a very strong correlation between variable X and variable Y
0,60 –0,80	There is a strong correlation between variable X and variable Y
0,40 –0,60	There is a fair or medium correlation between variable X and variable Y
0,20 –0,40	There is a low correlation between variable X and variable Y
0,00 –0,20	There is no correlation between variable X and variable Y.45

(Source: Suci Ramadayanti 2016)

---

[45] Suci Ramadayanti, *The Correlation Between Students Habit In Watching English Movie And Their Vocabulary Mastery At MTs Islamiyah YPI Batang Kuis in 2016/2017 academic year. 2017.* Published skripsi

Appendix 4 Documentations

Appendix 5 Surat Keterangan Pembimbing (SK)

SURAT KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 2828 TAHUN 2020
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

Menimbang : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2020;
b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.

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

Memperhatikan : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2019, tanggal 12 November 2019 tentang DIPA IAIN Parepare Tahun Anggaran 2020;
b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 139 tahun 2020, tanggal 27 Januari 2020 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah.

MEMUTUSKAN

Menetapkan : a. Keputusan Dekan Fakultas Tarbiyah tentang penetapan pembimbing skripsi mahasiswa Fakultas Tarbiyah Institut Agama Islam Negeri Parepare Tahun 2020;
b. Menunjuk saudara; 1. Drs. Anwar, M.Pd.
2. Dra. Hj. Nanning, M.Pd.

Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :
Nama : Siti Wirda Liling
NIM : 16.1300.148
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Correlation Between English and Arabic Pronunciation in Pondok Pesantren Al-Urwatul Wutsqaa Benteng Sidrap

c. Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
d. Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
e. Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 30 Desember 2020
Dekan,
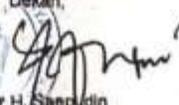
H. Saepudin

Appendix 6 Surat Permohonan Rekomendasi Penelitian

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

Nomor : B.1064 /In.39.5.1/PP.00.9/04/2021
Lampiran : 1 Bundel Proposal Penelitian
H a l : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Sidrap

C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu

di,-

Kab. Sidrap

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: Siti Wirda Liling
Tempat/Tgl. Lahir	: Parepare, 27 Januari 1998
NIM	: 16.1300.148
Fakultas / Program Studi	: Tarbiyah / Pendidikan Bahasa Inggris
Semester	: X (Sepuluh)
Alamat	: Jl. Industri Kecil, Kel. Bukit Indah, Kec. Soreang, Kota Parepare

Bermaksud akan mengadakan penelitian di wilayah Kab. Sidrap dalam rangka penyusunan skripsi yang berjudul :

"The Correlation Between English And Arabic Pronounciation Skill In Pondok Pesantren Al-Urwatul Wutsqaa Benteng Sidrap"

Pelaksanaan penelitian ini direncanakan pada bulan April sampai bulan Mei Tahun 2021.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 09 April 2021
Waka Dekan I,
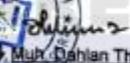
Muh. Dahlan Thalib

Tembusan :

1 Rektor IAIN Parepare
2 Dekan Fakultas Tarbiyah

XIV

Appendix 7 Surat Keterangan Selesai Meneliti

YAYASAN PONDOK PESANTREN
العروة الوثقى
BENTENG KEC. BARANTI KABUPATEN SIDRAP
MADRASAH ALIYAH STATUS TERAKREDITASI

SURAT KETERANGAN TELAH MENELITI
Nomor : 53/Ma.21.18.05/PP.01.1/ IV/2021

Yang bertanda tangan di bawah ini,

Kepala Madrasah Aliyah Pondok Pesantren Al Urwatul Wutsqaa Benteng Kec. Baranti Kab. Sidenreng Rappang Provinsi Sulawesi Selatan, menerangkan bahwa :

Nama   : Siti Wirda Liling
NIM   : 16.1300.148
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian   : The Correlation between English and Arabic Pronunciation skill in Pondok Pesantren Al-Urwatul Wutsqaa Benteng Sidrap

Benar-benar telah melakukan penelitan di Madrasah Aliyah Pondok Pesantren Al Urwatul Wutsqaa kelas XI mulai tanggal 15 Maret s/d 17 April 2021.

Demikian surat keterangan ini diberikan kepadanya untuk dipergunakan seperlunya.

Benteng, 17 April 2021
Kepala Madrasah

Dra. Hj. Siti Norma, M.Pd. I
Nip. 19660614 200501 2 001

CURRICULUM VITAE

Siti Wirda Liling, the writer was born on January 27th 1998 in Parepare. She is the fourth child from six siblings; she has three brothers and two sisters. Her father's name is Liling and her mother's name is Marhaya. She started her formal education on 2004 at SD 43 Parepare graduated on 2004.

She continued her study in SMPN 1 Parepare in the same year and graduated on 2013. On 2013, she continued her study in SMA 1 Model Parepare and graduated on 2016. Continued, she studied in STAIN Parepare at Tarbiyah Faculty, in English Department. While studying, the writer participated in an campus organization, namely LIBAM IAIN Parepare. Then she completed her study with her thesis under the title the correlation between students' english and arabic pronunciation skill in pondok pesantren Al-Urwatul Wutsqaa Benteng Sidrap.

The writer who love to study wants to continue her magister degree, her doctoral degree or even become a professor. Looking for scholarship and keep studying. In our country or even in another country. And sharing her knowledge to one another.