

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with finding and discussion. The finding was the students' score obtained through the test. Meanwhile, in the discussion the researcher described the interpretation of the finding was given, that will be explained more details.

A. Findings

Before discussion the result of the research, firstly the researcher explained the focus of the research. This research was conduct in MTs At-Taqlwa Jampue Kab. Pinrang. The population is the first grade student of MTs At-Taqlwa Jampue Kab. Pinrang in Academic year 2020/2021 which consist of three classes namely VII 1, VII 2, and VII 3, so the total population are 87 students, consisting of 51 male and 36 female.

Then the research made a sample of these students namely VII 1, VII 2, and VII 3. Numbering 20 people consisting of 10 male and 10 female. The research has selected a samples based on specific criteria determined by the researcher. And all of the samples a students who live in the dormitory and focuses more on learning Arabic and English as their routine in the dormitory.

Researcher used purposive technique because this technique is in accordance with the expertise of the respondent. The instrument of collecting the data used in this research were observation, test, and documentation. The technique of data analysis used descriptive analysis. Based on the formulation of the problem stated in chapter 1, namely: (1) How is the ability of the students' Arabic pronunciation at MTs At-Taqlwa Jampue Kab. Pinrang; (2) How is the ability of the students' English pronunciation at MTs At-Taqlwa Jampue Kab. Pinrang; (3) Is there any influence of Arabic pronunciation ability toward English pronunciation ability at MTs At-Taqlwa Jampue Kab. Pinrang. The description of the data collected showed that there is

influence of Arabic Pronunciation ability toward English pronunciation skill for young learners at MTs At-Taqwa Jampue Kab. Pinrang.

Based on the results of observations obtained by researchers from the school related to the learning of Arabic students, especially for students of living in the dormitory. Arabic pronunciation is included in the good category, it is proven that the students are clever in reciting and in accordance with the tajwid law and the mention of the hijaiyyah letters in accordance with the rules in recitation. So this is what makes students often included in MTQ competitions to represent schools even at the national level. Students in the dormitory are really serious in learning the Qur'an and Arabic so that this makes them proficient in Arabic pronunciation. And in this research, the researcher has categorized the samples into two parts. That is, those who are proficient in Arabic sounds and those who are still low. So, 10 people in the proficient category and 10 people in the low category.

The findings of the researcher which were taken from recording the instruments presented as follow:

1. The result of instrument test

Table 4.1 The students' correct of Arabic pronunciation

Num	Respondents	Number of Corrects
1	IZ	10
2	MA	9
3	MS	11
4	MR	10
5	NA	11
6	NH	10
7	NU	10
8	ZK	9
9	AR	10
10	RA	11
11	AK	7
12	MT	7

13	MY	6
14	RT	7
15	MF	5
16	PW	6
17	SR	5
18	SY	6
19	MU	5
20	SL	6
Total of the corrects pronunciation		161

After recording the students' Arabic pronunciation, the students were recorded by reading English text. There is one text description including 11 words of voiced and voiceless. The result found as follow.

Table 4.2. The students' correct of English pronunciation

Num	Respondents	Number of Corrects
1	IZ	8
2	MA	9
3	MS	10
4	MR	9
5	NA	11
6	NH	8
7	NU	10
8	ZK	8
9	AR	9
10	RA	11
11	AK	6
12	MT	7
13	MY	5
14	RT	7
15	MF	5
16	PW	5
17	SR	4
18	SY	5
19	MU	3

20	SL	6
Total of the corrects pronunciation		146

After finding the result of the students' pronunciation both of Arabic and English pronunciation, the data were scored by using Raw Score. And the result after scoring could be seen as follow.

Table 4.3. The students' score of Arabic pronunciation

Num	Respondents	Score
1	IZ	90
2	MA	81
3	MS	100
4	MR	90
5	NA	100
6	NH	90
7	NU	90
8	ZK	81
9	AR	90
10	RA	100
11	AK	63
12	MT	63
13	MY	54
14	RT	63
15	MF	45
16	PW	54
17	SR	45
18	SY	54
19	MU	45
20	SL	54
Total of the score pronunciation		1425

The result showed that the total of the score Arabic pronunciation is 1425. A score of 100 is the highest score and there are 3 people in the highest score. Then, a score of 45 is the lowest score and there are 3 people also in the lowest score.

Table 4.4. The students' score of English pronunciation

Num	Respondents	Score
1	IZ	72
2	MA	81
3	MS	90
4	MR	81
5	NA	100
6	NH	72
7	NU	90
8	ZK	72
9	AR	81
10	RA	100
11	AK	54
12	MT	63
13	MY	45
14	RT	63
15	MF	45
16	PW	45
17	SR	36
18	SY	45
19	MU	27
20	SL	54
Total of the score pronunciation		1325

The result showed that the total of the score Arabic pronunciation is 1425. A score of 100 is the highest score and there are 3 people in the highest score. Then, a score of 45 is the lowest score and there are 3 people also in the lowest score.

2. Arabic pronunciation Ability

The results showed that the Arabic pronunciation ability variable score was between 45 and 100, the mean was 72.60, Median 72.00, mode 90, Variance 413.305 and Std. Deviation 20.330. this is proven through the SPSS application as follows:

Table 4.5 The result of statistic descriptive

N	Valid	20
	Missing	0
Mean		72,60
Std. Error of Mean		4,546
Median		72,00
Mode		90
Std. Deviation		20,330
Variance		413,305
Range		55
Minimum		45
Maximum		100
Sum		1452

The frequency distribution of Arabic pronunciation ability (X)

Table 4.6 The frequency distribution of variable score (X)

Interval	Frekuensi	Percentage
95-100	3	15%
85-94	5	25%
75-84	2	10%
65-74	0	0%
55-64	3	15%
45-54	7	35%
Total	20	100%

Based on the data obtained from this study, it is known that the Arabic pronunciation ability score are above group of 3 people (15%) and 5 people (25%), who are in the group of an average of 2 people (10%) and those in the group below are 3 people (15%) and 7 people (35). Determination of the category of Arabic pronunciation ability by using the percentage form criteria.

The total value of Arabic pronunciation ability obtained from the results of the study is 1425, the highest value of this variable is 100, because the number of respondents is 20, the criterion value is $100 \times 20 = 2000$. So, the Arabic pronunciation ability is $1425 : 2000 = 0.72$ or 72% of the criteria set. So it can be concluded that the value of Arabic pronunciation ability belongs to the good category.

3. English Pronunciation Ability

The results showed that the English pronunciation ability variable score was between 27 and 100, the mean was 65,80, Median 67,50, mode 45, Variance 459,853 and Std. Deviation 21,444. this is proven through the SPSS application as follows:

Table 4.7 Result of statistic descriptive

N	Valid	20
	Missing	0
Mean		65,80
Std. Error of Mean		4,795
Median		67,50
Mode		45
Std. Deviation		21,444
Variance		459,853
Range		73
Minimum		27
Maximum		100
Sum		1316

The frequency distribution of English pronunciation ability (Y)

Table 4.8 The frequency distribution of variable score (Y)

Interval	Frekuensi	Persentase
87-100	5	25%
72-86	5	25%
57-71	2	10%
42-56	6	30%
27-41	2	10%
Total	26	100%

Based on the data obtained from this study, it is known that the English pronunciation ability score is above the average group of 5 people (25%), who are in the group of an average of 5 people (25%) and 2 people (10%), and those in the group below are 6 people (30%) and 2 people (10%). Determination of the category of English pronunciation ability by using the percentage form criteria.

The total English pronunciation ability obtained from the research results is 1325, the highest value of this variable is 100 respondents because the number of respondents is 20 people, the criterion value is $100 \times 20 = 2000$. So, the English pronunciation ability is $1325 : 2000 = 0.67$ or 67% of the criteria set. So it can be concluded that the value of English pronunciation ability belongs to the good category.

4. Normality Test by Using SPSS Application

For know the independent variable (Arabic pronunciation ability) and dependent variable (English pronunciation ability) can distribution normal.

Table 4.9 One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		20
Normal Parameters ^{a, b}	Mean	,0000000
	Std. Deviation	6,46833052
Most Extreme Differences	Absolute	,248
	Positive	,224
	Negative	-,248
Kolmogorov-Smirnov Z		1,108
Asymp. Sig. (2-tailed)		,171

a. Test distribution is Normal.

b. Calculated from data.

So, the instrument include distribution normal. Because, Independent variable (Arabic pronunciation ability) and dependent variable (English pronunciation ability) have $sig\ 0,171 > 0,05$ that include distribution normal.

5. Hypothesis Testing

The contain of hypothesis testing about truth the hypothesis base on the data from research. The technique of statistic for to know the influence of Arabic pronunciation ability toward the students' English pronunciation ability by using product moment as following:

Table 4.10 Correlation Test

		Variabel_X	Variabel_Y
Variabel_X	Pearson Correlation	1	,953**
	Sig. (2-tailed)		,000
	N	20	20
Variabel_Y	Pearson Correlation	,953**	1
	Sig. (2-tailed)	,000	
	N	20	20

** . Correlation is significant at the 0.01 level (2-tailed).

The results of the correlation table above show that the relationship between the Arabic pronunciation ability and the English pronunciation ability is 0.953. The basis for decision making testing the hypothesis in this study is if $(sig) > \alpha$ then H_0 is accepted and if $(sig) < \alpha$ then H_0 is rejected .

Based on the test results in the table above, it is known that the significance value is $0.000 < 0.05$ so it can be concluded that H_0 is rejected and H_1 is accepted which means that there is an influence of Arabic pronunciation ability toward English pronunciation ability. To find out how far the correlation coefficient is then consulted

with the interpretation table of the correlation coefficient and obtained the level of the relationship between the two variables can be seen in the following table.

Table 4.11 Quality of Correlation

No	Interval Koefisien	Interpretation
1	0.00-0.199	Considered as no correlation
2	0.20-0.399	Low correlation
3	0.40-0.599	Medium correlation
4	0.60-0.799	Strong correlation
5	0.80-1.000	Very strong

Source: Suharsimi Arikunto, Dasar-Dasar Evaluasi Pendidikan

Based on the above interpretation table, it is known that the product moment value is 0.771, it can be concluded that the level of Arabic pronunciation ability relationship toward English pronunciation ability is included in the strong correlation.

Table 4.12 Regression Test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	12.657	9.640		1.313	.202	-7.238	32.552
Arabic pronunciation ability	.755	.125	.776	6.030	.000	.496	1.013

Based on the results of the simple regression analysis test in the table above, the regression coefficient value (b) is 0.755 constant value (a) of 12,657, so the simple regression equation can be made as follows:

$$Y' = a + b X$$

$$12.657 + 0.755 X$$

The equation can be translated as a constant of 12.657 which means that the value of the consistency of the Arabic pronunciation ability variable is 12. 657 in the direction of the regression coefficient is positive which can be known from the coefficient value of 0.755 which is a positive number.

Table 4.13 Model Summary Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,953 ^a	,909	,904	6,646

a. Predictors: (Constant), Variabel_X

b. Dependent Variable: Variabel_Y

Based on the results of a simple regression analysis in the table above, obtained the value of R (correlation coefficient) of 0.953, and R2 square (coefficient of determination) of $0.953 = 0.909 \times 100\% = 90,90\%$. R2 value of 90,90% indicates that the influence of Arabic pronunciation ability toward the students' English pronunciation ability is 90,90%. while the remaining 9,1% is influenced by other variables not examined in this study.

B. Discussion

In this point, the researcher discussed about the result of the finding. As the emphasizing of the research was Arabic sound ability, which as the measurement to know how the Arabic pronunciation toward the students' English pronunciation. By starting point on two hypothesis namely H_0 and H_1 , were H_0 state that There is no an Influence of Arabic sound ability toward the students' English pronunciation ability at MTs At-Taqwa Jampue Kab. Pinrang. Meanwhile, H_1 , state that There is Influence of Arabic sound ability toward the students' English pronunciation ability at MTs At-Taqwa Jampue Kab. Pinrang.

1. Arabic Pronunciation Ability

Before the researcher explain about the result of the research, so the researcher describe about pronunciation. Pronunciation is one of the most parts of English to communicate with others since there are differences between the symbol and its sounds. When we communicate with other people we should not only have a good vocabulary but also have good pronunciation. Therefore, it is important to teach pronunciation.¹

Based on the results of observations obtained by researchers from the school related to the learning of Arabic students, especially for students of living in the dormitory. Arabic pronunciation is included in the good category, it is proven that the students are clever in reciting and in accordance with the tajwid law and the mention of the hijaiyyah letters in accordance with the rules in recitation. So this is what makes students often included in MTQ competitions to represent schools even at the

¹Devi Mulatsih, "Pronunciation Ability by Using English Song in Indonesian Student of Unswagati Cirebon" (English Language and Learning, Vol. 2 No. 2, Mei 2015), h. 294. http://www.ameprc.mq.edu.au/docs/fact_sheets/01Pronunciation.pdf (accessed on 22nd November 2018).

national level. Students in the dormitory are really serious in learning the Qur'an and Arabic so that this makes them proficient in Arabic pronunciation.

The first meeting the researcher gave to the students some sentences so that the students can read the sentences according to their ability, then the researcher record their voice. It means to know the students basic in pronounce the words well. In this case, the researcher checked the students' pronounced by their voiced record at home and many students can pronounce the word well. Then the second meeting, the researcher return to ask the students to did same thing at the first meeting. But it was same last week. Based on the data obtained from this study, it is known that the Arabic pronunciation ability score is below the average group of 10 people (50%), who are in the group of an average of 2 people (10%) and those in the group above as many as 8 people (40%). So that the result obtained from the Arabic pronunciation ability are 1425, the highest value of this variable is 100, because the number of respondents is 20, the criterion value is $100 \times 20 = 2000$. So, the Arabic pronunciation ability is $1425 : 2000 = 0.72$ or 72% of the criteria test. So it can be concluded that the value of Arabic pronunciation ability belongs to the good category.

2. English Pronunciation Ability

Based on the results of observations obtained by the researcher from these schools related to the English language learning of students, especially those who live in the dormitory. Their English pronunciation is very different from students who live outside the dormitory because English conversation is often applied in a dormitory environment.

However, the use of English accent is often influenced by the first language accent, namely using the language accent for example when students pronounce the

word / family / they pronounce / pamili / even though what should be said is / 'fæməli /. This is consistent with that expressed by Hartman and Stork (1972: 115) explaining that interference is the errors by carrying over the speech habits of the native language or dialect into a second language or dialect. However, basically, interference occurs in someone who is bilingual because he has more than one language concept. The sure thing about interference is the influence of other languages on spoken language (Nababan, 1984; Valdman 1966; Weinreich, 1970).

Based on the data obtained from this study, it is known English Pronunciation Ability at MTs At-Taqwa Jampue Kab. Pinrang is obtained from this study, the score below the group is an average of 8 people (40%), who are in the group of an average of 7 people (35%) and those in the group above 5 people (25%). So that the total English pronunciation ability obtained from the results of the study is 1325, the highest value of this variable is 100, because the number of respondents is 20, the criterion value is $100 \times 20 = 2000$. So, the English pronunciation ability is $1325 : 2000 = 0.67$ or 67% of the criteria test. So, it can be concluded that the value of English pronunciation ability belongs to the good category.

3. The influence of Arabic pronunciation ability toward the students' English pronunciation ability at MTs At-Taqwa Jampue Kab. Pinrang

Mastery of a language has an influence or contribution to the mastery of another language, as well as mastery of Arabic can have an influence on English. This can be seen from several factors that influence pronunciation learning, that is the native language. The native language is the language of the country that someone is born in or native to. Students in MTs At-Taqwa Jampue Kab. Pinrang are used to using Arabic when they are in the school and dormitory environment so that a little

more mastery of English they have is influenced by their mastery of Arabic. Then viewed in terms of age factors, We commonly regard that if someone pronounces a second language like a native, they probably started learning it as a child. On the other hand, if a person doesn't begin to learn a second language until adulthood, they will never have a native-like accent even though other aspects of their language such as vocabulary or syntax may be indistinguishable from those of native speaker. These belief seem to be supported by the many cases of adults who learn to speak a second language fluently, but still maintain a foreign accent, even when they have lived in the host country for many years. And also it is mean that, a young students more easily to acquire good pronunciation than adult. Sources of information are also important for matters relating to the language of students. Almost all students in MTs At-Taqwa Jampue have had the ability above average in terms of reciting because when they were young they were introduced to the sound of language, in this case, the letters hijaiyah. The ability to recite is very emphasized in the school because the school has the requirements to be able to enter the school, namely prospective students must be able to recite and the school does not accept prospective students who are not good at studying or do not have the basic ability to recite. If students have basic skills in reciting, in this case, the pronunciation of the hijaiyah letters then this will facilitate them in learning Arabic. Because actually if a student learns to recite then indirectly they also learn Arabic.

The amount of exposure Once again, there are problems with this factor not the least of which involves qualifying "amount of exposure". Many people living in the target country hear, little of the target language, while others living in their own native country may have significant exposure to a foreign language. Kenworthy

concludes that while amount of exposure is a contributory factor, it is not necessary factor in the development of pronunciation.

Phonetic ability it is refers to whether someone has an “ear” for a foreign language, and test have been developed to measure this factor (which is generally referred to as “phonetic coding ability or auditory discrimination ability” there is some evidence that good discrimination pronunciation drills, while poor discrimination are not. Kenworthy points out the learning situation, and claims that as a result it is beyond the control of the teacher although this is something with which many would disagree. Attitude and identify. The ability to adapt and develop a foreign pronunciation has also been linked with the extent to which the learner wants to identify with the target culture. This factor may be cross related to others factor such age and length of residence in the target country. Finally, Motivation concern for good pronunciation. This final factors is probably also related to personality, some students seem unconcerned about making mistake.²

The results obtained showed the influence of Arabic pronunciation skills on English pronunciation skills in MTs At-Taqwa Jampue Kab. Pinrang, the results of this research showed differences with the results of research conducted by Astuti Hardanti with the title “The correlation between a good Arabic pronunciation of the students and their pronunciation of interdental fricative sounds”. From this research, it was found that there had been scored both of the students’ Arabic pronunciation and English pronunciation of interdental fricative sounds. In Arabic pronunciation, it could be seen that there only three students who had excellent pronunciation or the percentage was only 12 %. The student who had very good pronunciation, there were

²Joanne Kenworthy, *Teaching English Pronunciation* (New York: Longman, 1987), p.4.

only four students with the percentage 16 %. The highest percentage or classification was good pronunciation, namely seven students from 25 students under the percentage 28%. While the students who had fairly good and fair pronunciation were five students with the percentage 24% and six students with the percentage 24%. It means the third year students' of MA DDI Lil-Banat Parepare could be categorized as having a good Arabic pronunciation. While the results of the research obtained in this research it is known that the Arabic pronunciation ability score is below the average group of 11 people (42.3%), who are in the group of an average of 3 people (11.5%) and those in the group above as many as 12 people (46.2%). So that the result obtained from the English pronunciation ability are 1888, the highest value of this variable is 100, because the number of respondents is 26, the criterion value is $100 \times 26 = 2600$. So, the Arabic pronunciation ability is $1888 : 2600 = 0.73$ or 73% of the criteria test. So it can be concluded that the value of Arabic pronunciation ability belongs to the good category.

Though the third year students of MA DDI Lil-Banat had a good Arabic pronunciation, it does not mean that the students had a good English pronunciation, too. It could be seen by taking a look to their pronunciation score of interdental fricative sounds. Most of them had wrong pronunciation and all of them or 100% of students were classified as having a fair pronunciation of interdental fricative sound.

While the results of this research indicate that it is known English Pronunciation Ability at MTs At-Taqla Jampue is obtained from this study, the score below the group is an average of 8 people (40%), who are in the group of an average of 2 people (35%) and those in the group above 5 people (25%). So that the total English pronunciation ability obtained from the results of the study is 1325, the

highest value of this variable is 100, because the number of respondents is 20, the criterion value is $100 \times 20 = 2000$. So, the English pronunciation ability is $1325 : 2000 = 0.67$ or 67% of the criteria test. So it can be concluded that the value of English pronunciation ability belongs to the good category.

Thus, though there are some Arabic pronunciations have the same pronunciation in English, but there is no guarantee that the students who have a good Arabic pronunciation will have a good English pronunciation. The data above proved it. In Arabic, there are the pronunciation of ث and ذ. They have the same pronunciations with interdental fricative sounds in English. ث has the same pronunciation with the voiceless interdental fricative sound /θ/, while ذ has the same pronunciation with the voiced interdental fricative sound /ð/. But, the third year students of MA DDI Lil-Banat who had a good Arabic pronunciation of both of them did not have the the same way in pronouncing interdental fricative sounds in English, even both of in Arabic or English are same pronunciation.

The Conclusion from the results of research conducted by Hardianti Astuti on her research “The correlation between a good Arabic pronunciation of the students and their pronunciation of interdental fricative sounds” found that there was no significant correlation between a good Arabic pronunciation of the students and their pronunciation of interdental fricative sounds. While the result of the calculating of the students’ score is 73%, it means that the of Arabic pronunciation ability that include categorized good. Meanwhile, students’ score for English pronunciation ability is 67% that include categorized good. The research shows that there is influence between Arabic pronunciation ability and English pronunciation ability because of the sig. value $0.000 < 0.05$, So H_0 rejected and H_1 accepted, it mean that the influence

of Arabic pronunciation ability toward the students' English pronunciation ability is 60.20%. Meanwhile 39.80% effected by other variable outer this research.

Departing from the results of research that shows the influence of Arabic Pronunciation Ability Toward the Students' English Pronunciation Ability at MTs At-Taqwa Jampue Kab. Pinrang. from the results of this research, the researcher informed that there were several sounds in Arabic which were quite influential in the English language of sound. as for the sound in Arabic that influences in English, among others, the sound T with a score of 19, the sound D with a score of 18, the sound K with a score of 16, the sound F with a score of 11, the sound S with a score of 14, the sound Z with a score of 15, sound R with a score of 15, the sound of ð with a score of 12, the sound of SH with a score of 10. This can be seen from the high score obtained by students when given tests on the pronunciation of Arabic and English. of the whole sound in Arabic which has an influence in English, the sound that makes a large contribution in 11 consonant sounds which is the sound T with a score of 19, the sound of D with a score of 18, the sound of K with a score of 16. S with a score of 14, a sound Z with a score of 15, and a sound R with a score of 15.

Based on the results of the tests that have been done it can be concluded that Arabic pronunciation ability toward the students' English pronunciation with the acquisition of hypothesis testing results using the IBM SPSS Statistics Version 21 program is known to be a significant value of $0.000 < 0.05$, it can be concluded that H_0 is rejected and H_1 is accepted which means there is an influence of Arabic pronunciation ability toward English pronunciation ability at the beginning of the school before the district plays. R-value (correlation coefficient) is 0.935, and R^2 square (coefficient of determination) is $0.953 = 0.909 \times 100\% = 90,90\%$. R^2 value of

90,90% indicates that the influence of Arabic pronunciation ability toward the students' English pronunciation ability is 90,90%. Meanwhile 9,10% effected by other variable outer this research.

