THE INFLUENCE OF ARABIC PRONUNCIATION ABILITY TOWARD THE STUDENTS' ENGLISH PRONUNCIATION ABILITY AT MTS PIQ MIFTAHUL JANNAH KEC. TUTAR KAB. POLEWALI MANDAR

By

SITTI NURLAILA
Reg. Num: 14.1300.075

ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2019

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

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Skripsi

As Partial Fulfillment of the Requirements for the Degree

of Sarjana Pendidikan (S.Pd)

English Program

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To

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Parepare, October 31th2018

The Researcher,

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DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

The researcher who signed the declaration below:

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Stated that the skripsi entitled :

"The Influence of Arabic Pronunciation Ability toward The students' English Pronunciation Ability at Mts PIQ Miftahul Jannah Kec. Tutar Kab. Polewali Mandar."

This skripsi is her research, gathered and utilized especially to fulfill the purpose and objective of this research and has not been previously submitted to any other university for a higher degree. I also declare that the publications cited of this research have been personally consulted.

Parepare, October 31th 2018

The Researcher,

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ABSTRACT

Sitti Nurlaila. *The Influence of Arabic Pronunciation Ability Toward the Students' English Pronunciation Ability at MTs PIQ Miftahul Jannah Kec.Tutar Kab. Polewali Mandar.* (Supervised by H. Saepudin and Mujahidah).

Pronunciation is the production of speech sounds for communication. It is the most difficult area of English. This study was conducted under the consideration that pronouncing English words plays an important role. Because of the differences between English and Indonesian pronunciation, many students pronounce English words incorrectly. Eventually, the purpose of this research was to know the influence of Arabic pronunciation ability toward the students' English pronunciation ability at MTs PIQ Miftahul Jannah kec Tutar kab. Polewali Mandar.

Design of this research was asosiatif quantitative. The researcher use The instrument test (Arabic pronunciation) and English pronunciation test, in the instrument test the data were classified in five categories are: Very good, Good, Fair, Poor and Very poor. The population of this research was class VII A and VII B at MTs PIQ Miftahul Jannah kec Tutar kab. Polewali Mandar, meanwhile the sample of this research on the class VII A, then the total sample to be researched were 26. The students were selected by using purposive sampling technique.

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.

Keyword: Arabic Pronunciation Ability, English Pronunciation Ability

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CHAPTER I

INTRODUCTION

1.1 Background

Language is a means of communication in human life is very necessary to be mastered. By language, we as a human being able to interact with other people. Human has often produced some sentences for the purpose the others can understand what we said. Many research reports show that people use speaking for a variety of different purposes. For example in the conversation, for instance, to make social contact with people, to establish rapport, or to build social relationships between two people or more. Some engage in discussion with someone, on the other hand, to seek or express opinions, to persuade someone about something, or to clarify information.[1] In the globalization era, it is very important for human to master in language especially English and Arabic as international languange. Arabic is one of the major languages in the world spoken by more than 200,000 human beings. This language is used officially by approximately 20 countries. Allah has made Arabic as the language of the Holy Qur'an because language is the best language ever and since it is the language of the holy book and the demands of the religion of the Muslim umma of the world, then, of course, it is the greatest language significant for hundreds of millions of Muslims worldwide, whether Arab or not.[2] Just as with English, Arabic also requires eloquence in speaking through learning tajwid rules.

[1]A. Kaharuddin Bahar, *Transactional Speaking* (Cet. 1; Samata Gowa: Gunadarma Ilmu, 2014), p. 1.

[2]Azhar Arsyad, *Bahasa Arab dan Metode Pembelajarannya* (Cet. II; Yogyakarta: Pustaka Belajar, 2004), p.1.

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English is a very important language to learn because now we are living in the globalization era. It is an era in which we can communicate with everyone around the world that has a different tribe, culture, and language. To do this, we need a communication tool that we can use to communicate with everyone around the world. That is English. In addition, most of the equipment uses English as media to give instruction, such as computer, mobile phone and television. If we don't know about English, we will not be able to understand the instruction in the equipment. The benefits of English have a wide scope both in terms of education, technology, the world of work even as a medium for socializing and establishing cooperation between countries.

In education the higher the level of education then the English language is needed. But for some people, consider that the English language is a language that is difficult to understand and difficult to read because of different writing different way of reading. That is becomes a problem in education today. So an English teacher is required to provide an understanding to them that English is a language that is easy and fun to learn. In language learning, the order of skills that becomes the ultimate goal can be sorted based on the priority of its usefulness, namely reading or in Arabic namely *al- Qira'ah*, listening or *Al-Istima'*, writing or *Al-Kitabah* and speaking or *Al-Kalam* skills.

Especially for speaking or *Al-Kalam*, in this ability the students study about how to speak English properly, whether is very complete task, by paying attention on the element of the speaking that very essential to master. One of them is pronunciation ability. Pronunciation is important for students because the competency of pronunciation is one aspect that determines the level of someones' speaking

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ability. A mistake that is made in pronouncing sounds may raise misunderstanding in communication.

Acquiring good pronunciation is the most difficult part of learning a new language. As student improve their articulation, student has to listen and imitate all over again. They have to learn and develop a new skill to make a new movement with your tongue, lips, jaw and other organs of articulation in order to make the new sounds.[3]

In this research there are some problems are faced in school especially in MTs PIQ Miftahul Jannah Kec.Tutar Kab. Polewali Mandar. The first problems, some of the students consider that English is difficult to learn. They feel difficult to produce some words, they felt shy to speak if the teacher asks them to produce a word or repeat after a teacher said. Because they afraid to make mistake when they produce a word in English. That is make them shy to speak English. Whereas Arabic learning at MTs PIQ Miftahul Jannah especially those who live in the dormitory, are dominant Arabic than English. So that the ability of students to recognize or say Arabic consonant is very fluent. Arabic learning is obtained since the students are learning Arabic when they are in the third grade of elementary school.

Based on the descriptions above, the researcher took a conclusion that the problems of the English learners in producing some sounds are the sounds do not exist in the mother tongue or the first language and lack of practice and train. In Arabic, there are some sound are similar with English sounds, such as ب in Arabic and *b* in English, /ʃ/ /dʒ/ /θ/ /f/, but in Arabic, there is no sound *p*. Since the MTs PIQ

[3]Gertrude F. Orion, *Pronuncing American English : Sound, Stress, and Intonation*(New York: Queensborough Community Collage, 1988), p. xxiii.

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Miftahul Jannah Kec.Tutar Kab. Polewali Mandar is an Islamic Boarding School, it means that all students in the school are Muslim. Therefore, they must be able to read the holy book. Al-Quran which is written Arabic language and they should master the pronunciation, especially for student of living in the dormitory because they had studied Arabic (tajwid) language every day.

Related to the description above, the researcher is interested in conducting a research on "The Influence of Arabic Prounciation Ability toward the students' English Pronunciation Ability at MTs PIQ Miftahul Jannah Kec.Tutar Kab. Polewali Mandar".

1.2 Problem Statements

Based on the previous statement above, the researcher would like to formulate the research question as follows:

1.2.1 How is the ability of the students' Arabic pronunciation at MTs PIQ Miftahul Jannah Kec.Tutar Kab.Polewali Mandar?

1.2.2 How is the ability of the students' English pronunciation at MTs PIQ Miftahul Jannah Kec.Tutar Kab.Polewali Mandar?

1.2.3 Is there any influence of Arabic prounciation ability toward the students'English pronunciation ability at MTs PIQ Miftahul Jannah Kec.Tutar Kab.Polewali Mandar?

1.3 Objective of the Research

Based on the problem statement above, the research is aim to find out the Influence of Arabic prounciation ability to students'English pronunciation ability as the following:

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1.3.1 To know the ability of the students' Arabic pronunciation At MTs PIQ Miftahul Kec.Tutar Kab.Polewali Mandar?

1.3.2 To know the ability of the students' English pronunciation At MTs PIQ Miftahul Jannah Kec.Tutar Kab.Polewali Mandar?

1.3.3 To find out the Influence of Arabic prounciation ability toward the students' English pronunciation ability at MTs PIQ Miftahul Jannah Kec.Tutar Kab. Polewali Mandar?

1.4 Significance of the Research

The result of the research is expected to be a piece of useful information and contribution for teachers of English to develop science especially in teaching English.

1.4.1 For teacher

This research is expected to be an input in terms of learning Arabic pronunciation and English pronunciation.

1.4.2 For student

The student will be easy in understand how to identifying the sound and it help students to increase their pronunciation ability.

1.4.3 For researcher

This researcher expected to give a new knowledge of the further of researcher to do the better research of teaching pronunciation and to solve the students' pronunciation problems, and also the teachers that have the similar problem with this researcher.

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CHAPTER II

REVIEW OF THE RELEATED LITERATURE

2.1 Some Partinent Ideas

2.1.1 The Concept of Arabic Pronunciation

2.1.1.1 Definition of Arabic Pronunciation

Arabic is one of the major languages all over the world which uttered by more than two hundred million people. It is used as formal language by countries or more. And as the language of Al-Qur'an, the holy book of Islam, it is taught as a second language in Muslim states throughout the world.[4]The purpose of Arabic developing language skills both orally and in writing.[5]

2.1.1.2 Definition of Tajwid

The word *"Tajwid"* comes from the Arabic language *"Jahada"* which means *"hassana".Tajwid* is the same language as *tahsin*, which means fix or to make good. Whereas according to the term, *tajwid* has two meanings. The first meaning is usually called *al-tajwid al-'ilmy* (tajwid theoretical) Secondly, *al- tajwid al- 'Amaly* (practical tajwid). That is how the correct pronunciation of hijaiyah especially with regard to the layout of letters in various positions (*makhraj*), short lengths and the life of death of letters in various circumstances.[6]

[4]Azhar Arsyad, *Bahasa Arab dan Metode Pembelajarannya* (Cet. II; Yogyakarta: Pustaka Belajar, 2004), p.1.

[5]Choirul Fuad Yusuf, *Kemampuan Berbahasa Arab* (Cet.I; Ciputat Jakarta: Gaung Persada Press, 2007), p.1.

[6]Saiful Amien, *Mengaji Why Not dan praktis Untuk Memahirkan Baca Al-Qur'an*. Edisi II (Cet . II; Malang: Universitas Muhammadiyah Malang, 2005), p. 99.

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Tajwid is a science that study about how to read the Al-Qur'an properly based on the makhraj, with long or short sound buzzing sound of not, rhythm and tone, pull stop and comma that have been teached by Rasulullah saw. to all his disciples up thus spreading from time to time.[7]Based on the defenition above, we can conclude that Tajwid is a science that explain about the way of raeding Al-Qur'an well, olderly and exactly based on the rules of pronunciation on *makhrijul huruf* (places in pronouncing arabic sound).[8]

Shawamit (consonant sound of Arabic)[9]

There are 29 Shawamit (Arabic sound) as point of the tajwid they were:

ا ب ت ث ج ح خ د ذ ر ز س ش ص ض ط ظ ع غ ف ق ك ل م ن و ه ء ي

Shawamit devided two:

2.1.1.3 Manner of Articulation in Arabic articulation

Table 2.1.Manner of Articulation

No	Manner of Articulation	Arabic Sound
1	Shawamit Waqfiyyah	ء, ق, ك, ض,ط, د, ت, ب
2	Shawamit Majziyyah	ج
3	Shawamit Ihtikakiyyah	خ, ش, ظ, ص, ز, س, ذ,ث , ه, ح,ع,غ, ف

[7]Tombak Alam, *Ilmu Tajwid*Edisi I (Cet. I; Jakarta: Amzah, 2009), p. 1.

[8]Sulaeman Milla, *Tajwid Qiro'ah Cara Cepat Belajar dan Mengajar Tajwid Tanpa Menghafal* (Pinrang: Pondok Pesantren Tassabeh, 2014), p. 5.

[9]Yayan Nurbayan,*Metodologi Pembelaran Bahasa Arab*(Bandung: Zein Al-Bayân, 2008), p. 34.

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4	Shawamit Anfiyyah	ن,م
5	Shawamit Janibiyyah	ل
6	Shawamit Tikrariyyah	ر
7	Shawamit Sibhi Shaitah	ى ,و

2.1.1.4 Place of Articulation

Table 2.2 Place of Articulation

No	Place of Articulation	Arabic Sound
1	Shawamit Syafataniyyah	ب م و
2	Shawamit Syafawiyyah Asnaniyyah	ف
3	Shawamit Asnaniyyah	ت ,د ,ض ,ط
4	Shawamit Bainaasnaiyyah	ظ ,ص ,ذ ,ث
5	Shawamit Latsawiyyah	ر ,ل ,ن ,ز ,س
6	Shawamit Litsawiyyah Ghary	ش ,خ
7	Shawamit Ghariyyah	ى

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8	Shawamit Tabaqiyyah	ك, غ, خ
9	Shawamit Halqiyyah	ع, ح, ق
10	Shawamit Hanjariyyah	ء (ا), هـ

2.1.1.5 Explanation about Places in Pronouncing Arabic Sound

2.1.1.5.1 Comes from the larynx for (هـ) and (ء)

2.1.1.5.2 Coimes from center of throat for (ع) and (ح)

2.1.1.5.3 Comes from front of throat for (غ) and (خ)

2.1.1.5.4 Comes from back tongue and back ceiling for (ق)

2.1.1.5.5 Comes from the tongue and soft palate (ك)

2.1.1.5.6 Comes from the center of tongue for (ى),(ش)and(ج)

2.1.1.5.7 Comes from the blade of tongue for (ض)

2.1.1.5.8 Comes from the blade of tongue for (ل)

2.1.1.5.9 Comes from the tip of tongue for (ن)

2.1.1.5.10 Comes from the *nun* placebut not touching the ceiling for (ر)

2.1.1.5.11 Comes from the tip of tongue as well as the base of the upper front teeth by pressing the ceiling for (ط),(ض) and (ظ)

2.1.1.5.12 Comes between the tip of tongue near the upper teeth by pressing the ceiling for (ص),(ز) and (س).

2.1.1.5.13 Comes between the tip of tongue and the tip of the upper front teeth for (ظ),(ذ)and (ث).

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2.1.1.5.14 Comes from the low lip and heads straight the tip of the two top incisors for ف

2.1.1.5.15 Comes from the two lips and lips ramain silent for (ب) and (م)

2.1.1.5.16 Comes from the two lips and lips are open for (و)

2.1.1.5.17 Comes from the oral cavity for (ا)[10]

2.1.2 The Concept of English Pronunciation

Pronunciation is very important to learn, because when we have low or poor pronunciation, that is difficult to listen and make it misunderstanding each other. Pronunciation considered as one of the important aspects of learning English because it affects students' communication competence. There are some defenitions of pronunciation that the write will be given, there are:

2.1.2.1 Oxford, pronunciation is way which a languange or a particular word or sound is spoken.[11]It means that every time we say any words its called pronunciation.

2.1.2.2 Merriam Webster states that pronunciation is the act or manner of pronouncing something.

As the stated defenition above, the researcher concludes that pronunciation is how to pronounce or produce sounds from words well and correctly.

2.1.3 Factors Affecting in Pronunciation Learning

These are factors affecting pronunciation in learning. These are follows:

2.1.3.1 The native languange. We have already looked in some detail at the influence of the first languange on sound system of a sound.

[10]Tombak Alam, *Ilmu Tajwid*, p. 1.

[11]Oxford University Press, *Learners' Pocket Dictionary*, Fourth Edition, New York: 2008,p. 353.

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2.1.3.2 The age. We commanly regard that if someone pronounces a second languange 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 languange until adulthood, they will never have a native-like accent even though other aspects of their languange such as vocabulary or syintax 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 languange 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.

2.1.3.3 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 targat language, while others living in their own native country may have significant exposure to a foreing language. Kenworthy concludes that while amount of exposure is a contributory factor, it is not necessary factor in the development of pronunciation.

2.1.3.4 Phonetic ability. It is refers to whether someone has an "ear" for a foreign languange, 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 the control of the teacher although this is something with which many would disagree.

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2.1.3.5 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.

2.1.3.6 Motivation concern for good pronunciation. This final factors is probably also related to personality, some students seem unconcerned about making mistake.[12]

The explanation above, gives a motivation for every one to learn pronynciation. The six principal factors affecting pronunciation are alternative to making light of learning pronunciation.

2.1.4 Part of Pronunciation

There are three parts of pronunciation: sound, stress, and intonation.

2.1.4.1 Sound

According to Gertrude F. Orion in his book pronuncing American English state that:

> " The sounds of the languare are devided into vowels and consonants. When the vocal cords vibrate, the sound is *voiced*. When the vocal cords do not vibrate, the sond is *voiceless*. All vowel are voiced, but consonants may be either voiced or voiceless. In addition all the vowel and some consonants can be held for a shorter or longer period of time, depending on which sound precedes or follows the sound."[13]

Oxford University Press written that sound is something you can hear.[14]

English sound divided into parts namely consonant sound and vowel sound.

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

[13]Gertrude F. Orion, *Pronuncing American English : Sound, Stress, and Intonation*, p .1.

[14]Oxford University Press, *Oxford Learner's Pocket* Dictionary, Fourth Edition; (United State of America,2010), p. 424.

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2.1.4.1.1 Vowel

Vowel is speech sound in which the mouth is open and the tongue is not touching the top of mouth, the teeth, etc.[15] L. Ben Crane argue that vowels are voiced continous sounds involving no interuption in the flow of air through the oral cavity. [16]

According to Zahra Farmand and Behzad Pourgharib state that:

> "A vowel is a sound in spoken language that is characterized by an open configuration of the vocal tract so thatthere is no built up of air pressure above the glottis. Vowel sounds are produced by air from lungs which vibrate when the air in the mouth is not blocked."[17]

A vowel sound come from the lungs, through the vocal cords, and is not blocked, so there is no friction.

Table 2.3.The list of vowel sounds

The sound	Example	How to make
ə	**a**-go	To make it, open your mouth very slightly; your lips should be about 1/8 inch (3 mm) apart; relaxs your lips; make a short sound with your voice.
I	B**i**g	Lower your jaw slightly. The lips are relaxed and about ¼ inch (6 mm) apart.
U	P**u**t	This vowel is formed by keeping the slightly

[15]Oxford University Press, *Oxford learner's Pocket Dictionary*, p. 496.

[16]L. Ben crane, Edward Yeager, Randal L. Whitman, *An Introduction To Linguistics*, p.64.

[17]Zahra Farmand[1], Behzad Pourgharib, "The Effect of English Songs on English Learners Pronunciation (victorquest 2, no. 9, 2013), p. 841. http//www.isicenter. Orgfulltextpaper -169.pdf (Accessedon 22nd February 2018).

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		open. The lips are ¼ inch (6 mm) apart and pushed outward to make an open circle. The sound is short.
Iy	Hon**e**y	To make this sound, set your lips $^{3}/_{8}$ inch (1 cm) apart. Widen your lips into a big smile. This sound is long. Count to two silently to be sure it is long enough.
Uw	Ch**oo**se	Keep the mouth slightly open and the lips $^{3}/_{8}$(1 cm) apart. The lips are tense, and pushed forward into a small circle. The sound is long.
Iuw	B**eau**ty	The sound / iuw/ sound is a combination of the sounds /iy/ and /uw/. The lips are $^{3}/_{8}$inch (1 cm) apart. Begin with the lips spread into a big smile, then push them forward into a circle. The sound is short.
ʌ	Tr**ou**ble	To make this sound, keep the mouth slightly open, with lips about $^{3}/_{8}$inch (1 cm) apart. The sound is short.
ɛ	G**ue**st	Lower your jaw slightly. The lips are tense and spread outward in a half-smile about ½ inch (1.3 cm) apart. The sound is short.
Ow	**O**ver	To pronounce /ow/, with your lips about ½ inch (1.3 cm) apart, round them into a circle. Begin the see sound, then move your lips into a

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		smaller circle. The sound is long.
Oiy	B**oi**y	The /**oiy**/ sound is a combination of two sounds beginning with /o/ and ending in /iy/. The lips, set about ½ inch (1.3 cm) apart, begin in a circle. The sound ends with the lips in a wide smile, and $^{3}/_{8}$inch (1 cm) apart. The sound is long.
eə	P**a**ss	Keep your jaw halfway open. The lips are ½ inch (1.3 cm) apart. Tense your lips,and form a wide, downward smile. Begin the sound, then move your lips close together into the /ə/ position. The sound is long.
Eiy	**A**te	This is a combination of sounds. Begin with your lips in the first position of / eə/, about ½ inch (1.3 cm) apart and with a wide, downward smile, forming / iy/. Count to two silently to be sure the sound is long enough.
ɔ	**C**all	To make the vowel sound / ɔ/, drop your jaw until the lips are $^{5}/_{8}$inch (1.5 cm) apart. Tense your lips and round them forward halfway. The sound is long.
Æ	B**a**ck	Keep your lips $^{5}/_{8}$inch (1,5 cm) apart and form a half-smile, with tense lips. The sound is short.
Æow	H**ou**se	This is a combination of vowel sounds. Begin

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		with /æ/ by settingyour lips $^{5}/_{8}$inch (1.5 cm) apart; then, glide into /ow/, forming a circle with your lips. The sound is long.
A	F**a**ther	To make this sound, drop your jaw until the lips are about ¾ inch (2 cm) apart, but relaxed. The sound is short but takes a little longer because your mouth is open so wide.
Aiy	Dr**ie**d	The /aiy/ sound is a double vowel. Begin sound-ing the /a/, with the lips about ¾ inch (2 cm) apart. Then move your lips to the /iy/ position, forming a big smile. This is a long sound. [18]

2.1.4.1.2 Consonant

The principal division of sound is between vowels and consonant. Every languange makes this dictinction. Consonant are sounds produced with a constriction or occlusion in the oral cavity.[19]Alice Maclin state that consonants are sounds that are not vowels and the letters that stand for these sounds.[20]

Zahra Farmand and Behzad Pourgharib state that A consonant is a part of speech and a sound that is articulated with consummate or partial closure of the upper

[18]Jeans Yates, *Pronounce It Perfectly in English* (United State of America: Barron's Educational Series, 1995), p. 54.

[19]L. Ben Crane, Edward Yeager, Randal L. Whitman, *An Introduction To Linguistics*, p.59.

[20]Alice Maclin, *Reference Guide to English*: *a Handbook of English as a Second Languange*, (Washington: United State Department of State Office, 1992), p.120.

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vocal tract. Some consonant sounds are voiced and voiceless.[21] Voiced is sounds made with vocal cords vibrating even though voiceless is sounds made with no vibration of the vocal cords. [22]

2.1.4.2 Stress

The second area of importance is stress or where emphasis is placed in words and sentences.[23]Stress refers to the degree of force or loudness. It indicates the importance of a syllable (a part of a word), and the importance of certain words in phrases and sentences.[24]Stress is each syllable in a word has a degree of emphasis.[25]A syllable is part of a word that contains one vowel sound; it may also contain one or more consonant sounds.[26]In communication is very important since different stress may convey different meanings.

There are three levels, primary stress levels, primary (**ı**), secondary (ı), and unstressed (-).

2.1.4.2.1 Primary stress (**ı**)

Each word of two or more syllables has one syllable that is longer and louder than the others. It has primary stress. In the example that follows, these syllables are represented in extra bold letters. Say the extra bold letter little louder and longer than other one.

[21]Zahra Farmand[1], Behzad Pourgharib, The Effect of English Songs on English Learners Pronunciation, p.841.

[22]Gertrude F. Orion, *Pronuncing American English : Sound, Stress, and Intonation,* p.168.

[23]Jeremy Harmer, *How to Teach English*(Malaysia: Longman, 2001), p. 50.

[24]Gertrude F. Orion, *Pronuncing American English : Sound, Stress, and Intonation,* p.19.

[25]Jeans Yates, *Pronounce It Perfectly in English*, p. 54.

[26]Gertrude F. Orion, *Pronuncing American English : Sound, Stress, and Intonation,* p.21.

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Table 2.4.Using primary stress on first and second syllable

Primary stress on first syllable	Primary stress on second syllable
ˈ -	- ˈ
Cli- mate	ad- **vice**
Ac- tion	ex- **cite**
Sol-dier	sur- **prised**

The stress pattern ˈ - and - ˈindicate the difference between certain nouns and verbs. The following are the example:

Table: 2.5. Stress pattern differences between certain nouns and verb

Nouns	Verbs
ˈ -	- ˈ
Pres- ent	Pres- **ent**
Rec- ord	Re- **cord**
Ob- ject	Ob- **ject**

2.1.4.2.2 Secondary stress (ˌ)

Some two syllable words have primary stress (ˈ) on the first syllable strongly. Emphasize the second syllable a little less.

Table: 2.6. The following are the examples

ˈˌ	
Ac- cent	**Fe**- male
Ath- le	

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The stress pattern **(ι) (ι)** is common for compound words whether they are spelled with or without a hypen. The following are the example:

Table 2.7.Stress pattern for compound words

Nouns	Verbs	Adjectives
Air-plane **Black**-board	**Dry**-clean **Foot**-note	**Home**-sick **New**-born

2.1.4.2.3 Unstressed syllable (-)

There are many unstressed syllable in English. They have a short, soft vowel sound and may be difficult to hear at first. The following are the example of four syllables words.

Table 2.8. unstressed syllable in English

(ι) (-) (-) (-)	**(ι) (-) (ι) (-)**
For-tu-nate-ly **In**- no-cent-ly	**Com**-pli-**ca**-ted **Tel**- e- **vi**-sion

2.1.4.3 Intonation

Intonation refers to various tones of the voice. By using different tones, the speaker gives meaning and expression to the words he says. The tones may be low or high (pitch); they may be raising or falling.[27] The pitch of the voice plays the most important part.We describe pitch in terms of high and low, and some people find it difficult to relate what they hear in someone's voice to scale ranging from low high.[28]

[27]Gertrude F. Orion, *Pronuncing American English : Sound, Stress, and Intonation,* p.19.

[28]Peter Roach, *English Phonetics and Phonolgy* (New York: Cambridge University, 1983), p.112.

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Stress and intonation give rythm and melody to our speech. Intonation creates the melody.Intonation also express feelings: happiness, curiosity, surprise, annoyance, and so on.[29]Intonation is the "music" of the languange.[30] And is perhaps the most important element of a good accent. Often we hear someone speaking with perfect grammar, and parfect formation of the sounds of English but with a little something that gives them awy as not being a native speaker.

English has two basic intonation patterns: rising and falling. With rising intonation, the pitch (musical tone) of your voice goes up. With falling intonation, it goes down.

2.1.4.3.1 Falling Intonation

2.1.4.3.1.1 Use falling intonation with statement and commands.

Example of falling intonation

No.
Do it now.
Come here.

2.1.4.3.1.2 Use falling intonation with WH-question. WH-questions begin with such words as when, what,where and ect. Example:

Who's COMing?
Where is it?
What's the DIFFerence?
When did it HAPPen?

[29]Gertrude F. Orion, *Pronuncing American English : Sound, Stress, and Intonation,* p.45.

[30]Jodih Rusmajadi, *Terampil Berbahasa Inggris* (Jakarta: Index, 2010), p. 117.

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2.1.4.3.2 Rising Intonation

2.1.4.3.2.1 Use rising intonation when you ask yes-no question. Yes-no question require "yes" or "no" for an answer. Example:

Do you like it?

Are you GÓing?

Is he my TEAĆHer?

Did you d´ o it?

2.1.4.3.2.1.1 Use rising intonation for items in a list. Use it mid-sentence when you offer choices. But in both cases, use falling intonation for the last item. Example:[31]

One, two, three, four, five.

You can come with us, or you can stay home

I need shoes, socks, shirts, and pants.

2.1.5 The Nature of Pronunciation

Talking about sound cannot be let loose of phonology and the separate sounds of English have no meaning.[32] Phonology is a description of what the possible sounds of the languange are, and how they may be combined to form words.[33] Phonology has been defined as the study of sound system, that is the study of how speech sound structure and function in languange.[34]

[31]Jeans Yates, *Pronounce It Perfectly in English*, p. 183.

[32]Robert Lado, *Teaching English Across Cultures* (New York: McG-Hill, 1976), p. 115.

[33]Peter W. Culicover, *Syintax* (United States of America: Academic Press, inc, 1976), p.2.

[34]Hyman, Larry M, *Phonology Theory and Analysis*(United State of America: Holt, Rinehart and Winston, 1975), p. 2.

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Based on the statement above, phonology covers phonetic and phonemic. phonetic is the study of speech sounds themselves. Phoneticians study both the production of speech sound by the human speech organs (articulatory phonetics) and properties of the sounds themselves (acoustic phonetics).[35] Meanwhile, according to Pike in Abdul Haris Sunubi phonemics is the study of the structural arrangement of sound segment in relation to units of sound in particular languange, procedure for the finding of the phonemes of a languange, the theoritical problems concern with the setting up of phonetic postulated.[36]

In this case, the writer specified on consonant sound. Whereas, the consonant sound based on the phonetic devided into parts namely, consonant in place of articulation and consonant in manner of articulation.

In place of articulation describing where the sound is made. Place of articulation consist of seven primary are; bilabial, labiodental, dental, alveolar, palatal, velar and glottal. Whereas manner of articulation describing how the airflow is affected. In this case, the consonant sound devided into a number parts, they are; stop, fricative, affricative, nasal, liquid and glide (see table below).

Table 2.9. Classification of NAE Consonant Phonems

Manner of Articulation	Place of Articulation						
	Bilabial	Labiodental	Dental	Alveolar	Palatal	Velar	Glottal
Stop							

[35]Abdul Haris Sunubi, *Introduction to Linguistics* (Soreang Kota Parepare: Dirah, 2016), p.6.

[36]Abdul Haris Sunubi, *Introduction to Linguistics*, p.6.

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VS VD	/p/ /b/			/t/ /d/		/k/ /g/	
Fricative VS VD		/f/ /v/	/θ/ /ð/	/s/ /z/	/ʃ/ /ʒ/		/h/
Africative VS VD					/t ʃ/ /dʒ/		
Nasal VD	/m/			/n/		/ŋ/	
Liquid VD				/l/ (/r/)	/r/		
Glide VS VD	(/hw/) /w/				/y/		

2.1.6 Manner of Articulation

Some manner of articulation as follow:

2.1.6.1 Plosive/ stop

Consonant are formed by comletely the air passage, then compressing the air and suddenly opening the passage, so that the ears escape making anexplosive

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sound. Stops are sounds which are produced by stopping the air somewhere in the mounth or vocal passage and realizing it suddenly. When you say/p/and/b/ your lips are closed together for a moment, stopping the air flow. /p/ and /b/ are bilabial stpos: /p/ and is a voiceless, bilabial stop. The other consonant are /t/, /d/, /k/, /g/.

2.1.6.2 Fricative

All is forced through a narrow passageway in the mouth or throat, creating continous friction: /f/, /v/, /h/, /s/,/z/,/θ/, /ð/, /ʃ/, /ʒ/.[37]

2.1.6.3 Affricatives

Affricatives sounds are a combination of a stop and a fricative. It means that affricatives is a merger two manners of articulation. They are made by briefly stopping the air streams completely and then releasing the articulations slightly so that friction is produced. Has only two affricative: /tʃ/, /dʒ/.

2.1.6.4 Nasal

Nasal consonant are formed the mounth passage completely at the same points, so that the ar free to pad out through the nose. Nasal are sounds which are produced with the air going out through the nose or nasal cativy. When you make a nasal sound. The soft palate is lowered so that air escapes through the nose. Nasal consonant are normally voiced. English has a bilabial, an alveolar and a velar nasal refresentated by the syimbol /m/, /n/ and /ŋ/.

2.1.6.5 Approximant

[37]Marianne Celce-Murcia, Donna M. Brinton, Janet M. Good, with Barry Griner, *TEACHING PRONONCIATION (a Course Book and Reference Guide)*, (New York: Cambridge University Press, 2010), p. 60.

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The airstream moves around the tongue in a relatively unobstructed manner: Liquid /l/, /r/ and glides /w/, /y/. There is some obstruction of the airstream in the mouth, but not enough to cause friction. These sounds are called liquids. [l] is a lateral sound. The front of the tongue makes contact with the alveolar ridge, but sides of the tongue down, permitting the air to escape laterally through the sides of tongue. The sound [r] is usually formed in English by curling the tip of the tongue back behind alveolar ridge.

2.1.7 Place of Articulation

Place of articulation of the consonant phoneme is a follow:

2.1.7.1 Labial

Labial is the sound produced by moving the tongue, lips and change the slape of oral cavity word producea different sound. Like [b], [p], [w] or [m]. Bilabial is the sound produced by articulating and mobilizing both lips together.

2.1.7.2 Labiodental

Labiodental is the sound produced by articulating by touching the power lip into top gear like sounds [f] and [v] as smooth and wine.

2.1.7.3 Dental

Produced with the tongue tip on or near the inner surface of the upper teeth. Example; /θ/, /ð/ as in thick and then.

2.1.7.4 Alveolar

Produced with the tongue tip on or near the tooth ridge. Example: /t/, /d/, /s/, /z/, /n/, /l/ as to, do, so, zoo, new and light.

2.1.7.5 Palatal

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Produced with the tongue blade or body near the hard palate. Example: /ʃ/, ʒ, /tʃ/, /dʒ/, /r/, /y/ as in show, beige, chow, Jim, rake, and you.

2.1.7.6 Velar

Produce with the tongue body on or near the soft palate. Example: /k/, /g/, /ŋ/ as in go, kite and bang.

2.1.7.7 Glottal

Produced by air passing from the windpipe through the vocal cords. Example: /h/ as in hi.[38]

2.2 Some Previous Related Findings

This chapter deals with some points of view tht are related to the topic, the main point consists of previous related research literature and some pertinent ideas.There are some researcher have conducted research namely:

Ayu Achmad.s on her research "Imroving Pronunciation Skill through Tongue Twister (A Classroom Action Research At Eight Grade of SMPN 2 Kulo Kab.Sidenreng Rappang)" found that pronunciation skill at the eight grade of SMPN 2 Kulo through tongue twister is succesfull.[39]

Dewi Sartika on her research "Pronunciation Error Produced by sixth semester students of English Department Stain Parepare (focused on consonant sound)" found the result showed that the students produced phonological error in pronuncing consonants, those are /g/, /j/, /z/, /ʧ/, /θ/, /ð/, /ŋ/, /pj/, and /ʃ/. Meanwhile, for the consonants such as /k/, /h/, /f/, /m/, /n/, /p/, /r/, /s/, and /t/ are consonants which are

[38]Marianne Celce-Murcia, Donna M. Brinton, Janet M. Good, with Barry Griner, *TEACHING PRONONCIATION (a Course Book and Reference Guide)*, p. 57.

[39]Ayu Achmad.s, "Improving Pronunciation Skill through Tongue Twister (A Classroom Action Research at eight Grade of SMPN 2 Kulo kab. Sidenreng Rappang)" (Unpublish Skripsi: STAIN Parepare, 2016), p.60.

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error-free in pronunciation. Based on these result, it can be concluded that the sixth semester students have not mastered the pronunciation of English languange yet because most of them are still influenced by their first languange pronunciation system.[40]

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. It might be because of the students who had a good a good Arabic pronunciation did not know that there are some Arabic pronunciations have the same pronunciations in English.[41]

Based on the previous related research finding above, the researcher concludes that the relationship of previous research with this research that will be conducted by the researcher is equally discussed about English pronunciation. It difference lies in the variable X namely the Arabic pronunciation ability. The researcher took and focus on Arabic pronunciation and English pronunciation of students at MTs PIQ Miftahul Jannah to find out how much influence between the two variables.

[40]Dewi Sartika,"Pronunciation Error Produced by sixth semester students of English Department Stain Parepare (focused on consonant sound)" (Unpublish Skripsi: STAIN Parepare, 2017), p.43.

[41]Hardianti Astuti on her research "The correlation between a good Arabic pronunciation of the students and their pronunciation of interdental fricative sounds (A Study at the Year Students of the Third Year Students of MA DDI Lil-Banat Parepare in Academic Year 2012/2013)"Unpublish Skripsi: STAIN Parepare, 2012), p. 51.

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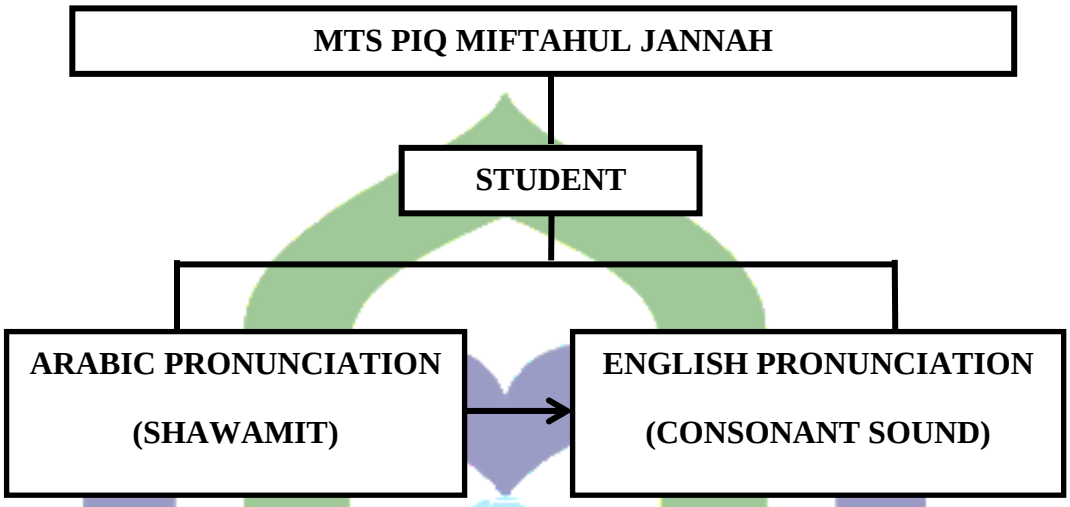
2.3 Conseptual Framework

The conseptual framework of this research is presented the following:



2.4 Hypothesis

H_0: There is no an Influence of Arabic prounciation ability toward the students' English pronunciation ability at MTs PIQ Miftahul Jannah Kec.Tutar Kab. Polewali Mandar.

H_1: There is an Influence of Arabic prounciation ability toward the students' English pronunciation ability at MTs PIQ Miftahul Jannah Kec.Tutar Kab. Polewali Mandar.

2.5 Operational Definition of Variables

2.5.1 Arabic pronunciation ability

Arabic pronunciation ability means a capability possessed by a person in pronouncing Arabic latter in accordance with the rules of the rules of *tajwid*. And for this research focused on Arabic consonant sound or *samitha*.

2.5.2 English pronunciation abilitymeans the ability to understand sound system especially for consonant sound in English.

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CHAPTER III

RESEARCH METHOD

This part describes about the description of the research design, location and duration of the research, population and sample, instrument and procedure of collecting data and technique of data analysis.

3.1 Research Design

In this reserch, the rearcher try to make detail and systematic explanation in aims to find out between two variables; Arabic pronunciation ability (x) and English pronunciation ability (y). In this research will use the quantitative method and use asosiatif design.

The paradigm is described as follow:

Where:

X : Arabic pronunciation ability

Y : English pronunciation ability

3.1.1 Arabic pronunciation ability is independent variable or variables that affect the symbol X

3.1.2 English pronunciation ability at MTs PIQ Miftahul Jannah Kec.Tutar Kab.Polewali Mandaris dependent variable is affected by the Y.

According to the explanation above, it can be concluded that quantitative research is where the researcher dig up factually and systematic of The Influence of Arabic Prounciation Ability toward the students' English Pronunciation Ability At

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PIQ Miftahul Jannah boarding school by using the research design above, the researcher expects that the result of this study will be valid.

3.2 Location and Duration of the Research

The location of research will take place at MTs PIQ Miftahul Jannah Kec.Tutar Kab. Polewali Mandar. The research will use the quantitative research that have several times to collect analyze data. So, the researcher will use more than one month for collecting data.

3.3 Population and Sample

3.3.1 Population

The population of the research is the first grade student of MTs PIQ Miftahul Jannah Kec. Tutar in Academic year 2018/2019 which consist of two classes namely VII A VII B, so the totally of population are 50 students.

Table: 3.1. The total population of MTs PIQ Miftahul Jannah Kec.Tutar Kab. Polewali Mandar

NO.	CLASS	SEX		TOTAL
		MALE	FEMALE	
1.	VII A	13	13	26
2.	VII B	10	14	24
	TOTAL	23	27	50

Source: Administration of MTs PIQ Miftahul Jannah Kec.Tutar Kab. Polewali Mandar

3.3.2 Sample

Sample is part of population chosen based on certain technique. The researcher will purposive technique sampling with take class VII A or student of living dormitory therefore the total sample of the researcher is 26 students.

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3.4 Instrument of Collecting Data

In the instrument of the research, the researcher would used observation, test and documentation.

3.4.1 Observation

Researcher conducted a direct observation in the field against the object or research objectivestobe reseached by looking at theextentof the Arabic pronunciation ability and English pronunciation ability at MTs PIQ Miftahul Jannah Kec.Tutar Kab.Polewali Mandar, especially for students' of living in dormitory. Through in this observation, the researcher will be act as observer who will observe the activities undertaken by the students associated with learning Arabic pronunciation and English pronunciation.

3.4.2 Test

The instrument of this research consist of two kinds namely Al-Qur'an and English reading text. Where the Al-Qur'an would be applied to know how the students' Arabic pronunciation ability, meanwhile the reading test will be given to them to find out whether their Arabic pronunciation ability influental toward their way pronounce the English word properly.

3.4.3 Documentation

Researcher conducted with take value of Arabic and English lesson in report that is given by teachers in Arabic and English lesson trought result of the study,school profile and certificate of students who have followed the MTQ race.

3.5 Procedure of Collecting Data

In supporting the process of collecting data and obtaining the data, the research involved following steps:

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3.5.1 The researcher conduct observation in dormitory and class

3.5.2 The researcher given test to the students

3.5.2.1 The researcher would gave a some sentences to the students. The sentences were expected as easy for them that made them easier to pronounce every sound. In the process of measuring their pronounce ability, the researcher recorded their voice and score them by using table classification. As the same with Arabic pronunciation test.

3.5.3 The researcher collect the test.

3.5.4 The researcher calculating the data.

3.6 Technique of Data Analysis

The data would be collected through recording and analyzed by quantitatively. In data analysis, the researcher conducted the following procedure.

3.6.1 Scoring the result of the students' pronunciation as follow:

$$\text{score} = \frac{\text{Student correct answer}}{\text{The total number of item}} \text{x}100$$

3.6.2 Statistic descriptive

3.6.3 The data collected from both of Arabic and English pronunciation after scoring would be classified based on the following classication.

No	Percentage	Classification
1	81-100 %	Very good
2	61-80 %	Good
3	41-60 %	Fair
4	21-40 %	Poor
5	1-20 %	Very poor

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3.6.4 Find the correlation between the independent variable (X) with the dependent variable (Y). The applied formula is correlation product moment technique. The formula of product moment correlation that used as follow:

$$r_{xy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

Where:

r_{xy} =Coefficient of correlation product moment

$\sum x$ = Total distribution score of x

$\sum y$ = Total distribution score of y

$\sum x^2$ = Sum of Quadrate distribution score x

$\sum y^2$ = Sum of Quadrate distribution score y

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

n = the number of paired X and Y score.[42]

3.6.5 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

[42]Suharsimi Arikunto, *Prosedur Penelitian*, p. 256.

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3.6.6 Find the regression, by applying the formula:

$$Y' = a + b\,X$$

Where:

Y'= Subject in the predicted dependent variable (Variable Dependent)

a = Value of Y if X=0 (constant value)

b = Purpose number or coefficient of regression that shows the number of the increasing and decreasing of dependent variablebased on the independent variable. If b (+) it means increasing, and if b (-) it means decreasing

X= Subject in the independent variable which has certain value (independent variable value)[43]

Find constant value b, by applying the formula:

$$b = \frac{n.\Sigma\,XY - \Sigma X.\Sigma Y}{n.\Sigma X^2 - (X)^2}$$

Find constant value a, by applying the formula:

$$a = \frac{\Sigma Y - b.\Sigma X}{n}$$

While:

n = total of number of sample[44]

[43]Sugiyono, *Statistik untuk Penelitian* (Cet: XXVII, Bandung: Alfabeta, 2016), p. 261.

[44]Syofian Siregar, *Statstik Parametrik untuk Penelitian Kuantitatif: dilengkapi dengan Perhitungan Manual dan Aplikasi SPPS Versi 17* (Edisi I.Cet. III; Jakarta: Bumi Aksara, 2015), p.179.

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The basic of the interpretation in regression test refer to two matters, the first matter is by comparing the value of $t_{count}$with the t_{table}, and the second matter is by comparing the significant value with the probability value 0.05.

3.6.7 Comparing the$t_{count}$with the t_{table}

3.6.7.1 If the t_{count} value is bigger than the t_{table}value, it means the independent variable influence the dependent variable.

3.6.7.2 If the t_{count} is not bigger than the t_{table} value, it means the independent variable does not influence the dependent variable.

3.6.8 Comparing the significant value with the probability 0.05

3.6.9 If the significance value is not more than the probability value 0.05, it means the independent variable influence the dependent variable significantly.

3.6.10 If the significance value is more than the probability value 0.05, it means the independent variable does not influence the dependent variable significantly.

Conducting the calculation by using the current formula above, it can be realized whether there is a positive influence or not, whether the influence that has be discovered is valid for the population, and has regression equation.

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CHAPTER IV

FINDINGS AND DISCUSSIONS

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.

4.1 Findings

Before discussing the results of this research, firstly the researcher explained the focus of the research. This research was conducted in MTS PIQ Miftahul Jannah Kec. Tutar Kab. Polewali Mandar. The population is the first grade student of MTs PIQ Miftahul Jannah Kec.Tutar in Academic year 2018/2019 which consist of two classes namely VII A VII B, so the total population is 50 students, consisting of 23 male and 27 female.

Then the researcher made a sample of these students namely class VII. A numbering 26 people consisting of 13 female and 13 male. The researcher made class VII A as a research sample because it is based on the consideration of class VII. A is a student who lives in a dormitory and focuses more on learning Arabic and English as their routine in the dormitory. While class VII B is a student who is not in a dormitory so they learn Arabic and English only when they are on Arabic and English subject schedules.

Researcher used purposive technique sampling because this technique is in accordance with the expertise of the respondent. The instrument of collecting 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

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MTs PIQ Miftahul Jannah Kec.Tutar Kab.Polewali Mandar; (2) How is the ability of the students' English pronunciation at MTs PIQ Miftahul Jannah Kec.Tutar Kab.Polewali Mandar; (3) Is there any influence of Arabic prounciation ability toward the students'English pronunciation ability at MTs PIQ Miftahul Jannah Kec.Tutar Kab.Polewali Mandar. The description of the data collected showed that there is influence of Arabic pronunciation ability toward the students' English pronunciation ability at Mts. Polewali Mandar.

Based on the result of observation obtained by researcher 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. Since the students are learning Arabic when they are in the third grade of elementary school.

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

4.1.1 The result of instrument test

Table 4.1 The students' correct of Arabic pronunciation

Num	Respondents	Number of Corrects
1	AD	10
2	AA	14
3	AS	7
4	CP	10

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5	IN	9
6	IS	7
7	MW	12
8	IF	18
9	MA	18
10	MJ	16
11	MR	17
12	MF	8
13	NA	18
14	RH	17
15	RA	16
16	RF	17
17	SB	15
18	SP	0
19	SA	12
20	SL	15
21	SN	8
22	SC	18
23	SM	18
24	SF	5
25	TW	16
26	TK	18
Total of the corrects pronunciation		**339**

After recording the students' Arabic pronunciation, the students were recorded by reading English text. There is one text description including 18 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	AD	9
2	AA	13
3	AS	7
4	CP	10
5	IN	10

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6	IS	7
7	MW	14
8	IF	17
9	MA	17
10	MJ	15
11	MR	16
12	MF	6
13	NA	17
14	RH	16
15	RA	14
16	RF	16
17	SB	15
18	SP	2
19	SA	11
20	SL	16
21	SN	8
22	SC	18
23	SM	18
24	SF	6
25	TW	16
26	TK	17
Total of the corrects pronunciation		331

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	AD	55
2	AA	77
3	AS	38
4	CP	55
5	IN	50
6	IS	38

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7	MW	66
8	IF	100
9	MA	100
10	MJ	88
11	MR	94
12	MF	44
13	NA	100
14	RH	94
15	RA	88
16	RF	94
17	SB	83
18	SP	16
19	SA	66
20	SL	83
21	SN	44
22	SC	100
23	SM	100
24	SF	27
25	TW	88
26	TK	100
Total of the corrects pronunciation		1888

Table 4.4. The students' score of English pronunciation

Num	**Respondents**	**score**
1	AD	50
2	AA	72
3	AS	38
4	CP	55
5	IN	61
6	IS	38
7	MW	77
8	IF	94
9	MA	94
10	MJ	83

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11	MR	88
12	MF	33
13	NA	94
14	RH	88
15	RA	77
16	RF	88
17	SB	83
18	SP	11
19	SA	61
20	SL	88
21	SN	44
22	SC	100
23	SM	10
24	SF	33
25	TW	88
26	TK	94
Total of the corrects pronunciation		1742

4.1.2 Arabic pronunciation ability

The results showed that the Arabic pronunciation ability variable score was between 16 and 100, the mean was 72.62, Median 83.00, mode 100, Variance 694.246 and Std. Deviation 26,349. this is proven through the SPSS application as follows:

Table 4.5 Result of statistic descriptive

Statistics

N	Valid	26
	Missing	0
Mean		72.62
Std. Error of Mean		5.167
Median		83.00
Mode		100
Std. Deviation		26.349
Variance		694.246

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Skewness	-.624
Std. Error of Skewness	.456
Kurtosis	-.920
Std. Error of Kurtosis	.887
Range	84
Minimum	16
Maximum	100
Sum	1888

Source: IBM SPSS Statistic Versi 21

The frequency distribution of Arabic pronunciation ability (X)

Table 4.6 The frequency distribution of variable score (X)

Interval	Frekuensi	Percentage
16-32	2	7.7%
33-49	4	15.4%
50-66	5	19.2%
67-83	3	11.5%
84-100	12	46.2%
Total	**26**	**100%**

Based on the data obtained from 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%). Determination of the category of Arabic pronunciation ability by using the percentage form criteria as follows:

Table 4.7 percentage of the students' score of Arabic pronunciation ability

No	Percentage	Classification
1	81-100 %	Very good
2	61-80 %	Good
3	41-60 %	Fair

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4	21-40 %	Poor
5	1-20 %	Very poor

The total value of Arabic pronunciation ability obtained from the results of the study is 1888, the highest value of this variable is 100, because the number of respondents is 26, the criterion value is 100 x 26 = 2600. So, the Arabic pronunciation ability is 1888: 2600 = 0.73 or 73% of the criteria set. So it can be concluded that the value of Arabic pronunciation ability belongs to the good category.

4.1.3 English Pronunciation Ability

The result showed that the Arabic pronunciation ability variable score was between 10 and 100, the mean was 67.00, Median 77.00, mode 88, Variance 734.400 and Std. Deviation 27,100. this is proven through the SPSS application as follows:

Table 4.8 Result of statistic descriptive

Statistics

N	Valid	26
	Missing	0
Mean		67.00
Std. Error of Mean		5.315
Median		77.00
Mode		88
Std. Deviation		27.100
Variance		734.400
Skewness		-.732
Std. Error of Skewness		.456
Kurtosis		-.633
Std. Error of Kurtosis		.887
Range		90
Minimum		10
Maximum		100
Sum		1742

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The frequency distribution of English pronunciation ability (Y)

Table 4.9 The frequency distribution of variable score (Y)

Interval	Frekuensi	Persentase
10-25	2	7.69%
26-40	4	15.4%
41-55	2	7.69%
56-70	2	7.69%
71-85	5	19.2%
86-100	11	42.3%
Total	26	100%

Based on the data obtained from this research, it is known that the English pronunciation ability score is below the average group of 8 people (30.78%), who are in the group of an average of 2 people (7.69%) and those in the group above as many as 16 people (61.5%). Determination of the category of English pronunciation ability by using the percentage form criteria as follows:

Table 4.10 Percentage of the students' score of English pronunciation ability[45]

No	Percentage	Classification
1	81-100 %	Very good
2	61-80 %	Good
3	41-60 %	Fair
4	21-40 %	Poor
5	1-20 %	Very poor

The total English pronunciation ability obtained from the research results is 1742, the highest value of this variable is 100 respondents because the number of

[45] Dr.H. Mulyadi, M.Pd.I, *Evaluasi Pendidikan*, Cet. Ke-1 *(Malang:uin-Maliki Press, 2010), p. 149.*

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respondents is 26 people, the criterion value is 100 x 26 = 2600. So, the English pronunciation ability is 1741: 2600 = 0.67 or 67% of the criteria set. So it can be concluded that the value of Arabic pronunciation ability belongs to the good category.

4.1.4 Normality Test by Using SPSS Application

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

Table 4.11 One-Sample Kolmogorov-Smirnov Test

		Arabic Pronunciation Ability	English Pronunciation Ability
N		26	26
Normal Parameters[a,b]	Mean	72.62	67.00
	Std. Deviation	26.349	27.100
Most Extreme Differences	Absolute	.192	.184
	Positive	.149	.121
	Negative	-.192	-.184
Kolmogorov-Smirnov Z		.978	.939
Asymp. Sig. (2-tailed)		.295	.342

a. Test distribution is Normal.

b. Calculated from data.

So, the instrument include distribution normal. Because, Independent variable (Arabic pronunciation ability) have *sig* 0,295 > 0,05 that include distribution normal. Whereas dependent variable (English pronunciation ability) have *sig* 0,342 > 0,05 include distribution normal.

4.1.5 Linierity Test

Linearity test aims to find out whether between x variable (Arabic pronunciation ability) and Y variable (English pronunciation ability) has a linear relationship or not. Data is processed using the IBM SPSS Statistics Version 21

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program. With the testing criteria, if the deviation from linearity is > 0.05, the data is linear. Data linearity test results are as follows:

ANOVA Table 4.12

			Sum of Squares	Df	Mean Square	Sig.
y * x	Between Groups	(Combined)	12007.833	11	1091.621	.062
		Linearity	11059.566	1	11059.566	.000
		Deviation from Linearity	948.268	10	94.827	.991
	Within Groups		6352.167	14	453.726	
	Total		18360.000	25		

Based on the results of the linearity test in the table above, because the tests are taken based on the probability value of the sig deviation from linearity > 0.05, the data is linear. Conversely, if the probability of a linear deviation (linear) is <0.05, then the data is not linear. It can be seen the sig deviation from linearity variable x and Y is 0.991> 0.05, so it can be concluded that variable relations X Arabic pronunciation ability and English pronunciation ability are linear patterned data

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4.1.6 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 4.13 hypothesis testing between Arabic pronunciation ability and English pronunciation ability

Correlations

		Arabic pronunciation ability	English pronunciation ability
X	Pearson Correlation	1	.771**
	Sig. (2-tailed)		.000
	N	26	26
Y	Pearson Correlation	.771**	1
	Sig. (2-tailed)	.000	
	N	26	26

**. 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 0.771. The basis for decision making testing the hypothesis in this study is if (sig) > α then H_0 is accepted and if (sig) < α then H_0 is rejected .

Based on the test result 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

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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 4.14 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 4.15 Regression

Coefficients[a]

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

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Source: IBM SPSS Statistic Versi 21

a. Dependent Variable: English pronunciation ability

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 4.16 Model Summary

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.776[a]	.602	.586	17.441	2.257

a. Predictors: (Constant), Arabic pronunciation ability

b. Dependent Variable: english pronunciation ability

Based on the results of a simple regression analysis in the table above, obtained the value of R (correlation coefficient) of 0.776, and R^2 square (coefficient of determination) of 0.7762 = 0.602 x 100% = 60.20%. R^2 value of 60.20% indicates that the influence of Arabic pronunciation ability toward the students' English pronunciation ability is 60.20%. while the remaining 39.80% is influenced by other variables not examined in this research.

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4.2 Discussion

In this point, the researcher discussed about the result of the finding. As the emphasizing of this research was Arabic pronunciation 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 prounciation ability toward the students' English pronunciation ability at MTs PIQ Miftahul Jannah Kec.Tutar Kab. Polewali Mandar. Meanwhile, H_1 state that There is an Influence of Arabic prounciation ability toward the students' English pronunciation ability at MTs PIQ Miftahul Jannah Kec.Tutar Kab. Polewali Mandar.

4.2.1 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.[46]

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

[46]Devi 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. httpwww.ameprc.mq.edu.audocsfact_sheets01Pronunciation.pdf (accessed on 22nd November 2018).

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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 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 are1888, the highest value of this variable is 100, because the number of respondents is 26, the criterion value is 100 x 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.

4.2.2 English Pronunciation Ability

Based on the result of observation obtained by the researcher from this school 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).

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Based on the data obtained from this research, it is known English Pronunciation Ability at MTs PIQ Miftahul Jannah is obtained from this research, the score below the group is an average of 8 people (30.78%), who are in the group of an average of 2 people (7.69%) and those in the group above 16 people (61.5%). So that the total English pronunciation ability obtained from the results of the study is 1742, the highest value of this variable is 100, because the number of respondents is 26, the criterion value is 100 x 26 = 2600. So, the English pronunciation ability is 1741: 2600 = 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.

4.2.3 The influence of Arabic pronunciation ability toward the students' English pronunciation ability at MTs PIQ Miftahuul Jannah Kec.Tutar Kab. Polewali Mandar

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, some of them are:

The age, 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 sintax 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 languange 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. This is in accordance with what has been

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stated by "Critical Period Hypothesis" proposed by Lenneberg (1967) there is a biological or neurological period which ends around the age of 12; after this period it becomes extremely difficult to attain the complete mastery of a second language especially pronunciation. Conversely, Bialystock (1997), and Bongaerts, Planken and Schils (1997),among others have shown that adult learners are capable of achieving native-like in an L2. However, the degree of pronunciation accuracy, according to Avery and Ehrlich (1992), varies considerably from one individual to another. To them, this discrepancy in pronunciation among adult learners means that ESL classroom time can profitably be devoted to improving students' 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 PIQ Miftahul Jannah Kec. Tutar Kab. Polewali Mandar. From the result of this

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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 D with a score of 22, the sound Y with a score of 16, the sound G with a score of 21, the sound Z with a score of 22, the sound S with a score of 21, the sound W with a score of 19, sound dʒ with a score of 20, the sound of H with a score of 20, the sound of M with a score of 19, the sound of K with a score of 18, the sound of N with a score of 16. 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 18 consonant sounds which is the sound D with a score of 22, the sound of G with a score of 21, the sound of Z with a score of 22. As for the sounds that make less contribution in 18 sounds, namely a sound f with a score of 15, a sound ʃ with a score of 19 and a sound ð with a score of 17.

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 0.776, and R2 square (coefficient of determination) is 0.7762 = 0.602 x 100% = 60.20%. R^2 value of 60.20% indicates 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.

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CHAPTER V

CONCLUSION AND SUGGESTION

This chapter present two parts namely conclusion and suggestion. Conclusion deals with finding and discussion of previous chapter. The suggestion deals some given by the researcher.

5.1 Conclusion

Arabic pronunciation ability at MTs PIQ Miftahul Jannah is obtained from this study that the score below the group averaged 11 people (42.3%), who were 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 total value of the Arabic pronunciation ability obtained from the results of the study is 1888, the highest value of this variable is 100, because the number of respondents is 26 people, the criterion value is 100 x 26 = 2600. So, the Arabic pronunciation ability is 1888: 2600 = 0.73 or 73% of the criteria set. So the Arabic pronunciation ability is categorized as good, which is 73%.

English Pronunciation Ability at MTs PIQ Miftahul Jannah is obtained from this study, the score below the group is an average of 8 people (30.78%), who are in the group of an average of 2 people (7.69%) and those in the group above 16 people (61.5%). So that the total English pronunciation ability obtained from the results of the study is 1742, the highest value of this variable is 100, because the number of respondents is 26, the criterion value is 100 x 26 = 2600. So, the English pronunciation ability is 1741: 2600 = 0.67 or 67% of the criteria set. So it can be concluded that the value of Arabic pronunciation ability belongs to the good category. So the Arabic pronunciation ability is categorized as good, which is 67%.

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There is an influence on Arabic pronunciation ability towards English pronunciation ability at the beginning of the school before the district. Polewali Mandar. This is based on the significance value of 0.000 < 0.05 which H0 is rejected and H1 is accepted, with the coefficient of determination of 0.602 x 100% = 60.20%, so that the influence of influence of Arabic pronunciation ability toward the students' English pronunciation ability is 60.20%. Meanwhile 39.80% effected by other variable outer this research.

5.2 Suggestion

Based on the result of this research, the researcher is going to give some suggestion as follow:

5.2.1 Students of mts PIQ Miftahul Jannah kec.tutar have to learn more about English language specially in English pronunciation.

5.2.2 For teacher, they have to present a better method in teaching English, especially teaching Arabic pronunciation and English pronunciation to improve their pronounce ability, in the future so that can be better.

5.2.3 For the future researchers, they can use this researcher as literature to guide them when they want run the similar research, although this researcher is still far from perfection.

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APPENDICES

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Appendix 1. The Instruments of Arabic Pronunciation

بِسۡمِ ٱللَّهِ ٱلرَّحۡمَٰنِ ٱلرَّحِيمِ ﴿١﴾

1. أَتَأۡمُرُونَ ٱلنَّاسَ بِٱلۡبِرِّ وَتَنسَوۡنَ أَنفُسَكُمۡ وَأَنتُمۡ تَتۡلُونَ ٱلۡكِتَٰبَۚ أَفَلَا تَعۡقِلُونَ

2. وَإِذَا لَقُواْ ٱلَّذِينَ ءَامَنُواْ قَالُوٓاْ ءَامَنَّا وَإِذَا خَلَوۡاْ إِلَىٰ شَيَٰطِينِهِمۡ قَالُوٓاْ إِنَّا مَعَكُمۡ إِنَّمَا نَحۡنُ مُسۡتَهۡزِءُونَ

3. إِنَّ ٱلَّذِينَ تَوَلَّوۡاْ مِنكُمۡ يَوۡمَ ٱلۡتَقَى ٱلۡجَمۡعَانِ

4. وَقَالُواْ لَوۡلَآ أُنزِلَ عَلَيۡهِ مَلَكٞۖ وَلَوۡ أَنزَلۡنَا مَلَكٗا لَّقُضِيَ ٱلۡأَمۡرُ ثُمَّ لَا يُنظَرُونَ

5. ذَٰلِكَ ٱلۡكِتَٰبُ لَا رَيۡبَۛ فِيهِۛ هُدٗى لِّلۡمُتَّقِينَ

6. صِرَٰطَ ٱلَّذِينَ أَنۡعَمۡتَ عَلَيۡهِمۡ غَيۡرِ ٱلۡمَغۡضُوبِ عَلَيۡهِمۡ وَلَا ٱلضَّآلِّينَ

7. عَسَىٰ رَبُّهُۥٓ إِن طَلَّقَكُنَّ أَن يُبۡدِلَهُۥٓ أَزۡوَٰجًا خَيۡرٗا مِّنكُنَّ مُسۡلِمَٰتٖ

8. وَأَنَّا ظَنَنَّآ أَن لَّن نُّعۡجِزَ ٱللَّهَ فِي ٱلۡأَرۡضِ وَلَن نُّعۡجِزَهُۥ هَرَبًا

9. لَّيۡسَ عَلَيۡكُمۡ جُنَاحٌ أَن تَبۡتَغُواْ فَضۡلٗا مِّن رَّبِّكُمۡۚ

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10. وَٱلَّذِى نَزَّلَ مِنَ ٱلسَّمَآءِ مَآءًۢ بِقَدَرٍ فَأَنشَرْنَا بِهِۦ بَلْدَةً مَّيْتًا ۚ كَذَٰلِكَ تُخْرَجُونَ

11. وَلَمَنِ ٱنتَصَرَ بَعْدَ ظُلْمِهِۦ فَأُو۟لَٰٓئِكَ مَا عَلَيْهِم مِّن سَبِيلٍ

12. تَنزِيلُ ٱلْكِتَٰبِ مِنَ ٱللَّهِ ٱلْعَزِيزِ ٱلْحَكِيمِ

13. رَبَّنَا وَٱجْعَلْنَا مُسْلِمَيْنِ لَكَ وَمِن ذُرِّيَّتِنَآ أُمَّةً مُّسْلِمَةً لَّكَ وَأَرِنَا مَنَاسِكَنَا

14. يَٰبَنِىٓ إِسْرَٰٓءِيلَ ٱذْكُرُوا۟ نِعْمَتِىَ ٱلَّتِىٓ أَنْعَمْتُ عَلَيْكُمْ وَأَنِّى فَضَّلْتُكُمْ عَلَى ٱلْعَٰلَمِينَ

15. خَتَمَ ٱللَّهُ عَلَىٰ قُلُوبِهِمْ وَعَلَىٰ سَمْعِهِمْ ۖ وَعَلَىٰٓ أَبْصَٰرِهِمْ غِشَٰوَةٌ ۖ

16. ثُمَّ رَدَدْنَٰهُ أَسْفَلَ سَٰفِلِينَ ۝

17. فِى قُلُوبِهِم مَّرَضٌ فَزَادَهُمُ ٱللَّهُ مَرَضًا ۖ وَلَهُمْ عَذَابٌ أَلِيمٌۢ بِمَا كَانُوا۟ يَكْذِبُونَ

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Appendix 2. The Instruments of English Pronunciation

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My Family

My family lives in Jakarta. There are six members of my family. My mother and father live in a small house. The house is very comfortable. My young brother lives with them. My married brother and sister live in different houses.

My father works in an office. He is a government employee. My mother works at home. She takes care of the house. My sister, Sarah, is a teacher. She teaches in a senior high school. Her husband works in the zoo since three years ago. Farida and her husband have two children. My brother, Hasan, is a doctor. His wife is a secretary. She works in a large office downtown. My young brother, Ahmad, is a student. He likes play the kite and my name is Husain. I like study religion.

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Apendix 3.score of Arabic pronunciation Ability

Num	Name	ت	ن	ف	ك	ش	ذ	م	ح	ج	و	ث	س	ز	غ	ي	ل	ب	د		
		أَنتُم	تَعْقِلُون	أَفَلَا	رَبِّكُم	أَنشَرَ	وَإِذَا	مَعَكُم	نَحْنُ	جُمِّعَا	وَلَو	ثُمَّ	سَمِعِهِم	ٱلْعَزِيز	غَيْرُ	نِعْمَتِيَ	وَلَا	رَبُّهُ	يُبْدِئُ	Total	Result
1	AD	0	1	0	1	1	1	1	1	0	0	0	1	1	1	0	0	0	1	10	55
2	AA	1	1	1	1	1	0	1	1	1	0	0	1	1	1	1	1	1	0	14	77
3	AS	0	0	1	1	0	0	0	0	0	1	1	1	1	0	0	0	0	1	7	38
4	CP	1	1	1	0	0	0	0	1	1	1	1	0	1	1	0	0	0	1	10	55
5	IN	0	1	0	1	1	1	0	0	0	0	1	1	1	1	0	0	0	1	9	50
6	IS	0	1	0	0	1	1	1	1	1	1	0	0	0	0	0	0	0	0	7	38
7	MW	0	1	0	0	0	0	1	1	1	1	1	1	1	1	1	0	1	1	12	66
8	IF	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	18	100
9	MA	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	18	100
10	MJ	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	88
11	MR	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17	94
12	MF	0	0	0	1	1	1	0	1	0	0	0	1	1	1	0	0	0	1	8	44
13	NA	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	18	100
14	RH	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	17	94
15	RA	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	16	88
16	RF	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	17	94
17	SB	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	15	83
18	SP	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	1	3	16
19	SA	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	0	0	1	12	66
20	SL	0	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	15	83
21	SN	0	0	0	0	0	0	1	1	1	1	1	0	0	0	0	1	1	1	8	44
22	SC	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	18	100
23	SM	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	18	100
24	SF	1	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	0	1	5	27
25	TW	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	16	88
26	TK	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	18	100
	Total	15	19	16	18	20	18	20	22	19	20	21	22	22	21	15	16	16	22	342	1888

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Apendix 4 score of English pronunciation Ability

Num	Name	t	n	f	k	ʃ	ð	m	h	dʒ	w	θ	s	z	g	y	l	b	d	Total	Result
		Teacher	Name	comfortable	kite	She	than	mother	Her	religion	wife	with	sister	zoo	government	young	family	husband	downtown		
1	AD	0	1	0	1	1	1	1	0	0	0	0	1	1	1	0	0	0	1	9	50
2	AA	0	1	1	1	1	0	1	1	1	0	0	1	1	1	1	1	1	0	13	72
3	AS	0	0	1	1	0	0	0	0	0	1	1	1	1	0	0	0	0	1	7	38
4	CP	1	0	1	1	0	0	0	1	1	1	1	0	1	1	0	0	0	1	10	55
5	IN	1	1	0	1	1	1	0	0	0	0	1	1	1	1	0	0	0	1	10	61
6	IS	0	1	0	0	1	1	1	1	1	1	0	0	0	0	0	0	0	0	7	38
7	MW	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	14	77
8	IF	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	17	94
9	MA	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17	94
10	MJ	1	1	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	15	83
11	MR	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	88
12	MF	0	0	0	1	1	1	0	0	0	0	0	0	1	1	0	0	0	1	6	33
13	NA	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	17	94
14	RH	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	16	88
15	RA	0	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	0	14	77
16	RF	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	16	88
17	SB	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	15	83
18	SP	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	2	11
19	SA	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	0	0	1	11	61
20	SL	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	16	88
21	SN	0	0	0	0	0	0	1	1	1	1	1	0	0	0	0	1	1	1	8	44
22	SC	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	18	100
23	SM	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	18	10
24	SF	1	0	1	0	0	0	0	0	0	0	1	1	1	0	0	0	0	1	6	33
25	TW	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	16	88
26	TK	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17	94
Total		15	16	15	18	19	17	19	20	20	19	20	21	22	21	15	16	16	22	331	1742

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Appendix 5. Transkripsi Pengucapan Bahasa Inggris

Transkripsi pengucapan bahasa inggris dengan benar

1. Teacher (t) = /‘tiecər/
2. Name (n) = /neim/
3. Comfortable (f) =/ kʌmftəbl/
4. Kite (k) = /kait)
5. She (ʃ) = /ʃi:)
6. Than (ð) = / ðən/
7. Mother (m) = / mʌðə(r)/
8. Her (h) = /hə:(r)/
9. Religion (ʤ) = /ri’li: ʤən/
10. Wife (w) = /wəif/
11. With (ɵ) = / wiɵ/
12. Sister (s) = / ‘sistə(r)
13. Zoo (z) = / zu:/
14. Goverment (g) = /gʌvənmənt/
15. Young (y) = /yʌŋ/
16. Family (f) = /‘fæməli/
17. Husband (b) = /’hʌzbənd/
18. Downtown (d) = /daun’taun/

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Appendix 6. Transkripsi Pengucapan Bahasa Inggris

Transkripsi pengucapan bahasa inggris siswa dengan nilai terendah

1. Teacher (t) = /‘tiecir/
2. Name (n) = /neimi/
3. Comfortable (f) =/ kʌmfo:təbl/
4. Kite (k) = /kit)
5. She (ʃ) = /si:)
6. Than (ð) = / ðən/
7. Mother (m) = / moðə(r)/
8. Her (h) = /hi:(r)/
9. Religion (ʤ) = /ri’li: ʤən/
10. Wife (w) = /wəif/
11. With (ɵ) = / wit/
12. Sister (s) = / ‘sistə(r)
13. Zoo (z) = / zu/
14. Goverment (g) = /govənmənt/
15. Young (y) = /yʌŋ/
16. Family (f) = /‘feməli/
17. Husband (b) = /’huzbənd/
18. Downtown (d) = /daun’təun/

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Appendix 7. Picture

Picture

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE PAREPARE
Alamat : Jl. Amal Bakti No. 8 Soreang Kota Parepare 91132 ☎ (0421)21307 📠
Po Box : Website : www.iainparepare.ac.id Email: info.iainparepare.ac.id

Nomor : B ٢١٥٥/In.39/PP.00.9/09/2018
Lampiran : -
H a l : Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Daerah KAB. POLEWALI MANDAR
Cq. Badan Kesatuan Bangsa dan Politik
di
KAB. POLEWALI MANDAR

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE PAREPARE :

Nama	: SITTI NURLAILA
Tempat/Tgl. Lahir	: SALUJERRE, 22 Pebruari 1995
NIM	: 14.1300.075
Jurusan / Program Studi	: Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester	: IX (Sembilan)
Alamat	: DESA BATU PANGANDALA, KEC. LUYO, KAB. POLMAN

Bermaksud akan mengadakan penelitian di wilayah ***KAB. POLEWALI MANDAR*** dalam rangka penyusunan skripsi yang berjudul :

"THE INFLUENCE OF ARABIC PRONUNCIATION ABILITY TOWARD THE STUDENTS' ENGLISH PRONUNCIATION ABILITY AT MTS PIQ MIFTAHUL JANNAH KEC. TUTAR KAB. POLEWALI MANDAR"

Pelaksanaan penelitian ini direncanakan pada bulan **September** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

٢٤ September 2018
A.n Rektor
Plt. Wakil Rektor Bidang Akademik dan Pengembangan Lembaga (APL)

Muh. Djunaidi

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PEMERINTAH KABUPATEN POLEWALI MANDAR

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl.Manunggal NO. 11 Pekkabata Polewali, Kode Pos 91315

IZIN PENELITIAN

NOMOR : 503/605/IPL/DPMPTSP/IX/2018

Dasar :

1. Peraturan Menteri Dalam Negeri Indonesia Nomor 7 Tahun 2014 atas Perubahan Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Izin Penelitian;
2. Peraturan Daerah Kabupaten Polewali Mamasa Nomor 2 Tahun 2016 Tentang Perubahan atas Peraturan Daerah Nomor 9 Tahun 2009 Tentang Organisasi dan Tata Kerja Inspektorat Bappeda dan Lembaga Teknis Daerah Kabupaten Polewali Mandar;
3. Memperhatikan :
   a. Surat Permohonan Sdr (i) SITTI NURLAILA
   b. Surat Rekomendasi dari Badan Kesatuan Bangsa dan Politik Nomor : B-619/Bakesbangpol/B.1/410.7/IX/2018, Tgl. 26 September 2018

MEMBERIKAN IZIN

Kepada :

Nama	:	**SITTI NURLAILA**
NIM/NIDN/NIP	:	**14.1300.075**
Asal Perguruan Tinggi	:	**IAIN PAREPARE**
Fakultas	:	**-**
Jurusan	:	**PENDIDIKAN BAHASA INGGRIS**
Alamat	:	**DS. BATUPANGA DAALA**

Untuk melakukan Penelitian di MTs. PIQ MIFTAHUL JANNAH Kecamatan Tutar Kabupaten Polewali Mandar, terhitung mulai bulan September 2018 sampai selesai dengan Judul **"THE INFLUENCE OF ARABIC PRONUNCIATION ABILITY TOWARD THE STUDENTS' ENGLISH PRONUNCIATION ABILITY AT MTS PIQ MIFTAHUL JANNAH KEC. TUTAR KAB. POLEWALI MANDAR".**

Adapun Rekomendasi ini dibuat dengan ketentuan sebagai berikut :

1. Sebelum dan sesudah melaksanakan kegiatan, harus melaporkan diri kepada Pemerintah setempat;
2. Penelitian tidak menyimpang dari izin yang diberikan;
3. Mentaati semua Peraturan Perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 1 (satu) berkas copy hasil Penelitian kepada Bupati Polewali Mandar Up. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu;
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata Pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Demikian Izin Penelitian ini dikeluarkan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di Polewali Mandar
Pada Tanggal, 28 September 2018

a.n. **BUPATI POLEWALI MANDAR**
Plt. KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU,

Ir. BUDI UTOMO ABDULLAH, MM
Pangkat : Pembina Utama Muda
NIP : 19660520 199203 1 017

Tembusan:
1. Unsur Forkopinda di tempat;
2. Ka. KEMENAG Kab. Polman di tempat;
3. Camat Tutar di tempat;
4. Ka. MTs. Piq Miftahul jannah di tempat.

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KEMENTERIAN AGAMA
YAYASAN MIFTAHUL JANNAH TUTAR
MTs PIQ MIFTAHUL JANNAH
Alamat : Lombok Desa Ambopadang Kec. Tutar Kab. Polewali Mandar

SURAT KETERANGAN
NOMOR 030/MTs.32.03.26/PP.00.1/XI/2018

Yang bertanda tangan di bawah ini :

Nama	**: MAKMUR, S.Pd.I**
Jabatan	**: KEPALA MADRASAH**
Alamat	**: Kottar Desa Mambu Kec. Luyo Kab. Polewali Mandar**

Menerangkan bahwa :

Nama	**: SITTI NURLAILA**
NIM	**: 14.1300.075**
Program Studi	**: Pendidikan Bahasa Inggris**
Alamat	**: Batupanga Daala**

Benar telah melakukan penelitian/ pengumpulan data di MTs PIQ Miftahul Jannah mulai bulan September s/d Oktober dalam rangka penyusunan Skripsi dengan judul " *The Influence of Arabic pronunciation ability toward the students English pronunciation ability at Mts PIQ Miftahul Jannah Kec. Tutar Kab. Polewali Mandar* "

Demikian surat keterangan ini di buat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Ambopadang, 1 Nopember 2018
Kepala Madrasah

MAKMUR, S.Pd.I

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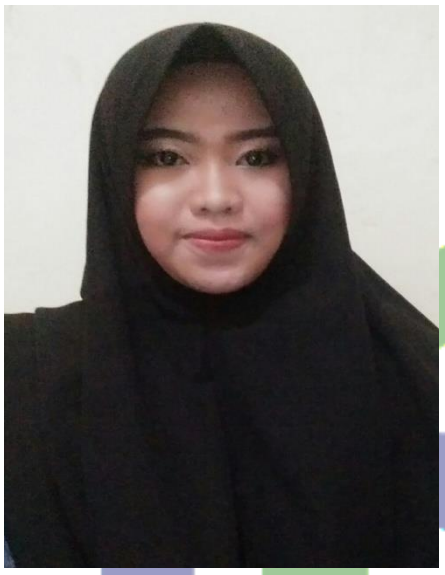
CURRICULUM VITAE



SITTI NURLAILA, the researcher was born in Salujerre Desa Batupanga Daala, Kec. Luyo Kab. Polman of west Sulawesi province, on February 22th 1995. She is the second child from four children of an endless love couple, Alimin and Dahari. She has two sisters and one brother. She completed her elementary school from SDN No 009 Lombok In 2011 she completed her junior high school from SMPN 1 Campalagian.

In 2014, she started pursuing her senior high school from Man 1 Polman. After graduating, she continued her study in IAIN Parepare by taking English study program. Finally she graduated from IAIN Parepare in 2018 by undergraduate skripsi entitled "The influence of Arabic pronunciation ability to the students' English pronunciation at MTs PIQ Miftahul Jannah Kec. Tutar Kab. Pelewali Mandar".

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