ABSTRACT

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This study concerns the influence of the learning process of Arabic speech sounds in early situation toward the learning process of English speech sounds in the following situation. Specifically, the writer is curious to know whether there is a correlation or not between the accuracy in pronouncing Arabic speech sounds and that in English speech sounds. Furthermore, she identified English speech sounds especially the consonants which are pronounced accurately or less accurately. In the process of the data collection, pronunciation tests of Arabic and English consonant speech sounds involving 30 homogenous respondents in term of age and social background were carried out. The score of accuracy in pronouncing those sounds in the test was used to calculate r-value. Independent variable (X) represents the accuracy score in pronouncing the Arabic speech sounds and dependent variable (Y) represents the accuracy score in pronouncing the English speech sounds. From statistical computation using Pearson Product Moment, the coefficient of r-value from all quantitative analysis between Arabic speech sounds and English speech sounds is above 0.700. This is classified as a high positive correlation. After the hypothesis testing of r-value was carried out, it was known that there is a correlation between the accuracy in pronouncing Arabic speech sounds and that in English speech sounds. It was also found that the English speech sounds which were pronounced less accurately are θ, ð, t, tʒ, ʒ, and v. The rests were pronounced accurately. These findings imply that the recognition of similarity and difference between the Arabic and English speech sounds determine difficulty and ease experienced by the learners when they pronounce the English speech sounds.

Key terms: accuracy, speech sounds, previous knowledge, new knowledge, contrastive analysis, transfer, negative transfer, and positive transfer.

CHAPTER 1

INTRODUCTION