CHAPTER III

PRESENTATION AND ANALYSIS OF THE DATA

III.1 Presentation of the Data

It has been mentioned that the writer carries out two kinds of pronunciation tests. Pronunciation test of Arabic consonant sounds was carried out before the pronunciation test of English. Considering the time and the place given by the school where the test took place, not all the consonant sounds of Arabic and English were given in test. Here, the writer divides the sounds into two main groups. One is sound which can be found in both language, Arabic and English. Sounds in this group are rarely used in respondents' daily life because some of them are not found in their mother tongue. Another one is sound which can be found in English but not in Arabic.

In order to obtain objective score, there are three judges who grade respondents' pronunciation. The judges include the writer, the teacher who is in charge in handling the process of teaching learning in the first grade of SD Muhamadiyah 4, and a student of the English Department whose skills of English and Arabic are good enough. From the score given by three judges, the writer counted the average.

According to Heaton (1974), the range of score for grading the pronunciation test is from 1 to 6. Score 6 means that the pronunciation of the respondents is excellent, only very slightly influenced by the mother tongue. Score 5 implies that the respondent's pronunciation is very good, slightly influenced by the mother tongue. Score 4 shows that the respondent has good

pronunciation, moderately influenced by the mother tongue but no serious phonological errors. Score 3 means that the pronunciation of the respondent is influenced by the mother tongue but only a few serious phonological errors. Score 2 shows that the respondent's pronunciation is seriously influenced by the mother tongue with errors causing breakdown in communication. Score 1 means that the respondent has serious pronunciation errors.

Figure 3.1 Average Score of Arabic and English Pronunciation Tests

Sounds / Respondent	ث:θ	th:θ	ذ:ð	th:ð	ش:ʃ	sh:ʃ	ج:ɟ	j:dʒ	د:ḍ	d:d	ت:ṭ	t:t
1.Tio	3	3	2.67	1.67	2	2	3	2.67	3	3	3	3
2.Firsty	3	3	2	2.67	1.67	1.67	3.67	3.67	3	3.67	4	4
3.Aufa	3.67	4	2.67	3	2.67	2.67	3	2.67	2.67	3	3	3
4.Irza	2.67	2.67	3	2.67	3	3.67	3.67	3.67	3.67	3.67	4	4
5.Laras	4.67	4.67	4.67	4.67	4	4.67	4	4	3.67	3	4	3.67
6.Amrul	2	2	2.67	2.67	3.67	4	4	3.67	4	4	3	3.67
7.Vito	2	2	3	3	3.67	3.67	3.67	3.67	4	4	2.67	2.67
8.Dita	2	2	3	3	3.67	3.67	3.67	3.67	4	4	3	2.67
9.Albal	2.67	2.67	2	2.67	3	2.67	2.67	2.67	3.67	3.67	3	3
10.Devina	2	2	2.67	2.67	3.67	4.33	4	4	4	4	3	3
11.Sabrina	2.67	2.67	2	2	4.67	4.67	4.67	4.67	3.67	3.67	3	3
12.Nabila	3	3	2	2.67	3	3.67	4	4	4.67	4.67	3	3.33
13.Sarah	2.67	2.67	2.67	3	2	2	3	3	2.67	2.67	3	2.67
14.Valecia	3	3.67	3.67	3.67	3.67	3.67	4.67	4.67	4	3.33	3.33	3.67
15.Cindy	2.67	3	3.67	3.67	3.67	4	4.67	4	4	3.67	3.67	3.67
16.Nana	3.67	3.67	2.67	2.67	4	4	4	4	4	3.67	3.67	3
17.Martha	3	3	3	2.67	3.67	3.33	4	3.67	4	3.67	2.67	2.67
18.Ferdin	3	2.67	2	2.67	4.67	4.67	3	3	4	4	3	3.67
19.Farel	4	3.67	4	4	4.67	4.67	3	3.67	4	4	3	3.67
20.Riski	3.67	4	3.67	3.67	4.67	4.67	3.67	3.67	4	4	3.33	4
21.Iqbal	4.33	2	2.67	2	2.67	3	2	2	2	2.67	3	3
22.Shella	4.67	4	4	4.67	4	4.67	4.67	4.67	5	5	4	4
23.Sandika	2	2	2.67	2	2	2	2.67	2.67	3.67	3.67	3	3
24.Ilma	3	3	3.67	3	2.67	3	3.67	3	3	3.67	3	3

25.Asrul	2	2	3	2	2.67	2.67	3	2.67	2.67	2.67	3	2.67
26.Saskha	3	3.67	3.67	2.67	3	3.67	3.67	3.67	3.67	2.67	3	3
27.Nisa	2	2	3	2	2	3	3.67	3.67	3.67	2.67	3	3
28.Fafa	3.67	3.67	4	3.67	4.67	4.67	4	4	4	3.67	3.67	3.67
29.Ibnusabil	3	4	4.67	4	4.67	5	4.67	4.67	5	4.67	4	4
30.Bani	1	1	2	1.67	2	2.33	2.67	2.67	3	3	2.67	2

Figure 3.1 shows the average score in pronouncing the sounds of Arabic and English. There are six pairs of sounds. One pair consists of consonant sounds of Arabic and English that have similarities in term of place of articulation. Therefore, one sound is compared and contrasted with another sound which belongs to the same group. For example, the sound (ث), [θ], is compared and contrasted with the sound *th*, [θ]. The sound (ث), [θ], can not be compared with the other sounds like *sh* [ʃ] in "ship", *th* [ð] in "there", and so on.

From figure 3.1 the average score of each sound can be counted. The average score of sound (ث), [θ], is 2.923. It is 0,011 higher than the average score of sound [θ] like in "thank" i.e 2.912. The average score of sound (ذ), [ð], is 3.035. It is 0.133 higher than the average score of sound [ð] like in "bother" i.e 2.902. The average score of sound (ش), [ʃ], is 3.335. It is 0.211 lower than the average score of sound [ʃ] like in "shoes" i.e 3.546. The average score of the sound (ج), [ɟ], is 3.624. It is 0.078 higher than the sound of [dʒ] like in "jail" i.e 3.546. The average sound of (د), [ḍ], is 3.679. It is 0.169 higher than the average score of the sound *d* [d] in "doll" i.e 3.51. The average score of the sound (ت), [ṭ], is 3.222. It is 0.023 lower than the average score of sound *t* [t]

in "tail" i.e 3.245. In general, the difference of average score between one sound of Arabic and one sound of English is not too large. It is not more than 0.25.

Figure 3.2 shows the average score of pronunciation test of English consonant sounds which have no equivalence in Arabic. There are six consonant sounds of English that can not be found in Arabic.

Figure 3.2 The Average Score of English Pronunciation Test

Sounds / Respondents	g	v	p	ʒ	tʃ	ŋ
1. Tio	3.67	3	4	2	2	4
2. Firsty	3.67	3	4	3	3	4.67
3. Aufa	3.67	3	4	3	3	4
4. Irza	3.67	3.67	4.67	3	4	4
5. Laras	4	4	5	4.67	4	5
6. Amrul	3.67	3.67	4	3	4	4
7. Vito	3.67	2.67	4	2	2.67	4
8. Dita	3.67	3.67	4	3	2.67	4
9. Albal	3.67	3.67	4	2	2.67	4
10. Devina	3.67	3	4	3.67	2.67	4.67
11. Sabrina	3.67	3.67	4	3.67	4	4.67
12. Nabila	4	3.67	4	4	4	4.67
13. Sarah	4	3	3.67	2.67	2	3.67
14. Valecia	4.67	4	4.67	4.67	4	4.67
15. Cindy	4.67	4	4.67	4	4	4.67
16. Nana	4	3.67	4.67	3	3.67	4.67
17. Martha	4	3	4.67	3	3	4.67
18. Ferdin	4.67	3.33	4.67	3.67	4	3.67
19. Farel	4.67	3.67	4.67	3.67	4	4.67
20. Riski	4.67	3.67	4.67	3	4	4.67
21. Iqbal	3.67	2.33	3	3	3.67	3.67
22. Shella	3.67	3.67	4.67	3.67	3	4.67
23. Sandika	3.67	2	3.67	2.67	2	4

24. Ilma	3.33	3	3.67	2	2.67	4
25. Asrul	3.33	1.67	2.67	2	2	4
26. Saskha	3.67	2	4	2	3	4.67
27. Nisa	3.67	2	3.67	2	3	4.67
28. Fafa	4	2.67	4	3.33	4	4.67
29. Ibnusabil	4	3.67	4	4	4.67	4.67
30. Bani	3	2	3	2.67	3	3

From figure 3.2, the average score the respondents get in pronouncing each sound can be counted. In pronouncing the sound [g] like in "leg", the average score the respondents get is 3.868. In pronouncing the sound [p] like in "repeat", the average score the respondents get is 4.079. In pronouncing the sound [tʃ] like in "church", the average score the respondents get is 3.278. In pronouncing the sound [v] like in "evil", the average score the respondents get is 3.134. In pronouncing the sound [ʒ] like in "pleasure", the average score the respondents get is 3.067. In pronouncing the sound [ŋ] like in "twinkle", the average score the respondents get is 4.302. The range of average score in pronouncing the English consonant sounds, which are not found in Arabic, is from 3.000 to 4.500. Meanwhile, the range of average score in pronouncing the sounds, which can be found in Arabic and English, is from 2.500 to 4.000. Furthermore, from all consonant sounds of Arabic given in test, the sound which gets the lowest average score is (ث), [θ] and the sound which gets the highest average score is (ض), [ḍ]. Meanwhile, from all consonant sounds of English given in the test, the

sound of *th* [ð] like in "bother" gets the lowest average score. The sound of *ng* [ŋ] like in "singing" gets the highest average score.

III.2 Analysis of the Data

From the data shown in figure 3.1, the coefficient of correlation (r) is found out. In the calculation of r-value, independent variable symbolized with X represents the accuracy in pronouncing the Arabic speech sounds. Dependent variable symbolized with Y represents the accuracy in pronouncing the English speech sounds. According to Ridwan (2003), correlation can be classified very high if the value is from 0.800 to 0.999. It is high if the value is from 0.600 to 0.799. It is sufficient if the value is from 0.400 to 0.599. It is low if the value is 0.200 to 0.3900. It is very low if the value is from 0.000 to 0.199. The r-value is used to draw conclusion in hypothesis testing. Here, there are two hypotheses. Ho represents that there is no correlation between the accuracy in pronouncing Arabic speech sounds and that in English speech sounds. Hi represents that there is correlation between the accuracy in pronouncing Arabic speech sounds and that in English speech sounds. Ho is rejected if the r-value based on statistical computation is higher than the r-value in the table. Ho is accepted if the r-value based on statistical computation is lower than the r-value in the table. In the table r-value is 0.361 for $\alpha = 5\%$, $n = 30$, and 0.463 for $\alpha = 1\%$, $n = 30$.

After the coefficient of correlation is calculated, the scatter diagram can be known. It is used to describe the pattern of the correlation between X variable and

Y variable. There are at least three patterns seen in scatter diagram. They are straight line, oval, and round.

Besides the coefficient of correlation and the scatter diagram, the R square is also known. It is used to describe the influence of X variable toward Y variable in percentage. In other words, the influence of the accuracy in pronouncing the Arabic speech sounds toward the accuracy in pronouncing the English speech sounds is known from the R square.

III.2.1 Quantitative Analysis between the Sound ث [θ] and the sound *th* [θ]

Based on statistical computation the r-value is 0.806. It is categorized as very high correlation. It indicates that there is positive correlation between the accuracy in pronouncing the sound ث [θ] and the sound *th* [θ]. Furthermore, the pattern of the correlation can be seen from scatter diagram. The scatter diagram shows that the pattern nearly forms a straight line from the left angle at the bottom side to the right angle at the up side. It means that the increase of X variable is followed by the increase of Y variable. In other words, the accuracy in pronouncing the sound *th* [θ] is increased along with the accuracy in pronouncing the sound ث [θ].

Here, the R Square is 0.650. It shows that the influence of X variable toward Y variable is 65%. In a simple word, the accuracy in pronouncing the sound *th* [θ] is 65% determined by the accuracy in pronouncing the sound ث [θ]. Meanwhile it is 35% influenced by another variable.

Concerning the hypothesis testing, the r-value can determine the conclusion whether Ho is accepted or rejected. It is obviously seen that r-value

based on the computation is higher than r-value in the table. Therefore, Ho is rejected and Hi is accepted. From here, it can be concluded that there is correlation between the accuracy in pronouncing the sound ث [θ] and the sound *th* [θ].

III.2.2 Quantitative Analysis between the Sound ذ [ð] and the Sound *th* [ð]

The value of r is 0.776. It is classified as high correlation. The scatter diagram shows that the pattern closely forms a straight line. It indicates that the increase of the value of X is followed by the increase of the value of Y. In other words, the accuracy in pronouncing the sound *th* [ð]is increased along with the accuracy in pronouncing the sound ذ [ð].

Here, the R Square is 0.602. It means that the accuracy in pronouncing the sound *th* [ð] is 60.2% influenced by the accuracy in pronouncing the sound ذ [ð]. Meanwhile it is 39.8% influenced by another variable.

Concerning the hypothesis testing, r-value based on the computation is higher than r-value based on the table. Therefore, Ho is rejected. It means that there is correlation between the accuracy in pronouncing the sound ذ [ð] and the sound *th* [ð].

III.2.3 Quantitative Analysis between the Sound ش [ʃ] and the Sound *sh* [ʃ]

The value of r is 0.941. It is classified as very high correlation. The scatter diagram shows that the increase of the value of X is followed by the increase of the value of Y. It means that the accuracy in pronouncing the sound *sh* [ʃ] is increased along with the accuracy in pronouncing the sound ش [ʃ].

Here, the R Square is 0.895. It means that the accuracy in pronouncing the sound *sh* [ʃ] is 89.5% determined by the accuracy in pronouncing the sound ش [ʃ]. Meanwhile it is 10.5% determined by another variable.

Concerning the hypothesis testing, r-value based on the computation is higher than r-value in the table. Therefore, Ho is rejected. It can be concluded that there is correlation between the accuracy in pronouncing the sound ش [ʃ] and the sound *sh* [ʃ].

III.2.4 Quantitative Analysis between the Sound ج [ʒ] and the Sound *j* [dʒ]

The value of r is 0.940. It is classified as very high correlation. The scatter diagram implies that the increase of the value of X is followed by the increase of the value of Y. It means that the accuracy in pronouncing the sound *j* [dʒ] is increased along with the accuracy in pronouncing the sound ج [ʒ].

Here, the R Square is 0.884. It means that the accuracy in pronouncing the sound *j* [dʒ] is 88.4% influenced by the accuracy in pronouncing the sound ج [ʒ]. Meanwhile it is 11.6% influenced by another variable.

Concerning the hypothesis testing, it is known that r-value based on the computation is higher than r-value in the table. Therefore, Ho is rejected. It means that there is correlation between the accuracy in pronouncing the sound ج [ʒ] and the sound *j* [dʒ].

III.2.5 Quantitative Analysis between the Sound ض [ḍ] and the Sound *d* [d]

The value of r is 0.814. It is classified as very high correlation. The scatter diagram, the pattern nearly forms a straight line. It shows that the increase of the

value of X is followed by the increase of the value of Y. It can be concluded that the accuracy in pronouncing the sound *d* [d]is increased in accordance with the accuracy in pronouncing the sound د [d̲].

Here, the R Square is 0.663. It means that the accuracy in pronouncing the sound *d* [d] is 66.3% determined by the accuracy in pronouncing the sound د [d̲]. Meanwhile it is 33.7% determined by another variable.

Concerning the hypothesis testing, it is known that r-value based on the computation is higher than r-value in the table. Therefore, Ho is rejected. It means that there is correlation between the accuracy in pronouncing the sound د [d] and the sound *d* [d].

III.2.6 Quantitative Analysis between the Sound ت [t̲] and the Sound *t* [t]

The value of r is 0.765. It is classified as high correlation. From the scatter diagram, the pattern nearly forms a straight line from the left angle at the bottom side to the right angle at the up side. It indicates that the increase of the value of X is followed by the increase of the value of Y. It can be concluded that the accuracy in pronouncing the sound *t* [t] is increased in accordance with the accuracy in pronouncing the sound ت [t̲].

Here, the R Square is 0.585. It means that the accuracy in pronouncing the sound *t* [t] is 58.5% influenced by the accuracy in pronouncing the sound ت [t̲]. Meanwhile it is 41.5% influenced by another variable.

Concerning the hypothesis testing, it is known that r-value based on the computation is higher than r-value in the table. Therefore, Ho is rejected and Hi is

accepted. It means that there is correlation between the accuracy in pronouncing the sound ت [t̪] and the sound *t* [t].

III.3 Interpretation of the Findings

From the quantitative analysis between the Arabic and the English speech sounds, the result generally shows that the accuracy in pronouncing English speech sounds is increased along with the accuracy in pronouncing Arabic speech sounds. Furthermore, there is high positive correlation between the accuracy in pronouncing Arabic speech sounds and that in English speech sounds. It means that if the learners succeed to pronounce the Arabic speech sounds accurately, they will accurately succeed to pronounce the English speech sounds or vice versa. If they fail to pronounce the Arabic speech sounds accurately, they will fail to pronounce the English speech sounds accurately. Generally, what has been learnt has affected the following learning process, (James, 1980). In other words, Arabic speech sound which has been learnt affects the learners' pronunciation in pronouncing English speech sound being learnt.

The effect seen in the learning process of English speech sounds is caused by transfer process. The transfer process occurs when the learners pronounce the English speech sounds. All the learners transfer their previous knowledge i.e. Arabic speech sounds into their new knowledge i.e. English speech sounds, (Ellis, 1965). When they fail to pronounce the Arabic and English speech sounds accurately, they experience negative transfer. They transfer their previous knowledge i.e. Arabic speech sounds into their new knowledge i.e. English speech

sounds in such a negative way. It implies that the learning process of the Arabic speech sounds in early situation does not facilitate them to pronounce the English speech sounds. In fact, it causes some difficulties in the learning process of English speech sounds in the following situation. (Richard, 1987). Although there is similarity between the Arabic and English speech sounds, it does not bring any ease for them to pronounce the English speech sounds accurately. Meanwhile, when they succeed to pronounce the Arabic and English speech sounds accurately, they experience positive transfer. They transfer their previous knowledge i.e. Arabic speech sounds into their new knowledge i.e. English speech sounds in such a positive way. It means that the learning process of the Arabic speech sounds in early situation facilitates them to pronounce the English speech sounds, (Richard, 1987). The similarity between the Arabic and English speech sounds in term of place of articulation has brought some ease for them to pronounce the English speech sounds accurately, (Parera, 1997 and Lado, 1957).

However, how the accuracy in pronouncing Arabic speech sounds affects the accuracy in pronouncing the English speech sounds is specifically known from the average score of each speech sound. The average score shows what kind of mistake and transfer the learners have in pronouncing the Arabic and English speech sounds.

In the previous subchapter, it is mentioned that the average score the learners get in pronouncing the speech sounds of ث [θ] and *th* [θ] is 3. It implies that the learners are less accurate to pronounce those sounds. In other words, they have some mistakes when they pronounce those sounds. In pronouncing the sound

of ث [θ], many learners replace it with the sound of س [s]. For examples, *thabuta* is pronounced *sabuta, faḥaddith* is pronounced *faḥaddis.* Some of them replace it with the sound ت [t̪], such as *yathbutu* which is pronounced *yat̪ butu.* Such mistakes are classified as error of production. Meanwhile, in pronouncing the sound of *th* [θ], some learners replace it with the sound of *t* [t] like *both* [bəʊθ] which is pronounced *bot* [bəʊt]. Some of them delete it when they pronounce the words like "month" [mʌn], and "fourth" [fɔ]. Since the deletion of sound *th* [θ] in the word "month" does not cause any difference in the meaning of the word, it can be classified as the local mistake. In contrary, the deletion of sound *th* [θ] in the word "fourth" may cause difference in the meaning of the word. Therefore, it can be identified as global mistake, (Parera, 1997).

The mistakes when the learners pronounce the sounds of ث [θ] and *th* [θ] show that the learners experience negative transfer. They transfer their previous knowledge i.e. the speech sound of ث [θ] into their new knowledge i.e. the speech sound of *th* [θ] in such a negative way. Their learning process of sound ث [θ] in early situation does not facilitate them to pronounce the speech sound of *th* [θ] accurately in the following situation, (Richard, 1987). Consequently, they pronounce the sound of *th* [θ] less accurately.

Theoretically, referring to what Parera (1997) and Lado (1957) propose, the similarities between the language, which has been learnt, and the language, which is being learnt, bring some ease for the learner to learn the language being learnt. Practically, the similarity in term of place of articulation between the

speech sound of ث [θ] and the speech sound of *th* [θ] does not facilitate the learners to pronounce the sound *th* [θ] accurately. Their failure to pronounce the sound *th* [θ] accurately is caused by their failure to pronounce the sound ث [θ] accurately. Therefore, it can be said that the similarity does not help them to pronounce the speech sound of *th* [θ]. The reason is that they have already failed to pronounce the speech sound of ث [θ] before pronouncing the speech sound of *th* [θ].

For the speech sounds of ذ [ð] and *th* [ð], many learners pronounce those sounds less accurately. Therefore, the average score for both sounds are 3. Most mistakes the learners have when they pronounce the sounds of ذ [ð] and *th* [ð] are error of production. When they pronounce the sound of ذ [ð], they replace it with the sound of ز [z] like *dhi'batun* [ziʔbatun], *yadhbaḥu* [yazbaħu]. In pronouncing the sound of *th* [ð], the mistakes the learners have are the same as the mistakes when they pronounce the sound of ذ [ð], for examples, "without" [wɪzaʊt], "bother" [bɒzə], "though" [zəʊ], and "bathe" [beɪz].

Those mistakes show that they have transferred their previous knowledge i.e. the sound of ذ [ð] into their new knowledge i.e. the sound of *th* [ð] in such a negative way. In other words, they experience the negative transfer when they pronounce the sound of *th* [ð]. Although there is similarity between the sound of ذ [ð] and the sound of *th* [ð] in term of place of articulation, it does not facilitate the learners to pronounce the sound of *th* [ð]. The reason is that they have already

made mistake in pronouncing the sound of ذ [ð] before pronouncing the sound of *th* [ð]. Consequently, they pronounce the sound of *th* [ð] less accurately.

For the speech sounds of ش [ʃ] and *sh* [ʃ], the average score the learners get in pronouncing the sound of ش [ʃ] is 3, and the average score for the sound of *sh* [ʃ] is 4. It indicates that mistakes they make when they pronounce ش [ʃ] are much more than the mistakes they make when they pronounce the sound of *sh* [ʃ]. In pronouncing the sound of ش [ʃ], many learners replace it with the sound of س [s], such as *shakhara* which is pronounced *sakhara* and *yashkhiru* which is pronounced *yaskhiru. S*uch mistakes are classified as error of production. In pronouncing the sound of *sh* [ʃ], a few of the learners replace it with the sound of *s* [s] like "bush" [bʊs] and "ship" [sɪp]. Although they fail to pronounce the sound ofش [ʃ] accurately, they are able to transfer their previous knowledge i.e. the sound of ش [ʃ] into their new knowledge i.e. the sound of *sh* [ʃ] in such a positive way. As a result, they are able to pronounce the sound of *sh* [ʃ] accurately.

For the speech sounds of ج [ɟ] and *j* [dʒ], the average score the learners get in pronouncing those sounds is the same as the average score they get in pronouncing the speech sounds of د [d̪] and *d* [d]. Their average score is 4. It means that the mistakes when the learners pronounce those sounds have no serious phonological errors. There is no error of production or deducting of production. Their mistake is that their mother tongue in term of dialect has affected the way they pronounce the speech sounds like ج [ɟ], *j* [dʒ], د [d̪], and *d* [d]. However, they experience positive transfer. Their previous knowledge i.e. the

sounds of ج [ʤ] and د [d] has been transferred into their new knowledge i.e. the sounds of *j* [dʒ] and *d* [d] in such a positive way. Referring what Lado (1957) and Parera (1997) propose, the similarity between the sound of ج [ʤ] and *j* [dʒ], د [ḍ], and *d* [d] has brought some ease for the learners to pronounce the sounds of *j* [dʒ] and *d* [d]. Furthermore, their learning process of sounds ج [ʤ] and د [ḍ] in early situation facilitates them to pronounce the sounds of *d* [d] and *j* [dʒ] in the following situation, (Richard, 1987).

For the speech sounds of ت [t̪] and *t* [t], the average score for both sounds are 3. It means that the learners failed to pronounce the sound of ت [t̪] and *t* [t] accurately. Although there is similarity between the sound of ت [t̪] and *t* [t], they find some difficulties in pronouncing the sound of *t* [t]. Their learning process of the sound ت [t̪] in early situation does not facilitate them to pronounce the sound *t* [t] in the following situation, (Richard, 1987). In other words, they experience the negative transfer when they pronounce the sound of *t* [t].

From the above, there are at least two facts we should notice. First, the similarity of how the sounds articulated in the Arabic and the English brings some ease for the learners to pronounce the English speech sounds. Second, the similarity does not always bring some ease for the learners to pronounce the English speech sounds. It is figured out that the speech sounds of English are pronounced less accurately although they are the same as the speech sounds of Arabic.

Here, we can notice how the learners' accuracy is when they pronounce the alike speech sounds of Arabic and English. Then, how is their accuracy when

they pronounce the English speech sounds which are not found in Arabic? Fact shows that the differences of speech sounds between Arabic and English partially do not cause any difficulty for the learners to pronounce the English speech sounds. The sounds like [g], [p], [ŋ] are accurately pronounced. The average score of these sounds is 4. It implies that there is no serious phonological error. Meanwhile, the sounds like [ʒ], [v], [tʃ] are pronounced less accurately. The sound of [ʒ] is pronounced [z] like "pleasure" [pləzər], and "usually" [ju: zəlı]. The sound of [v] is unvoiced. It is often pronounced [f] like "vain" {faın], and "love" [lʌf]. The sound of [tʃ] is pronounced without fricative. In this case, it is obviously seen that the difference between the Arabic and English speech sounds partially causes some difficulties for the learners to pronounce the English speech sounds accurately.

However, it should be remembered that the similarity and the difference of speech sounds between Arabic and English can be used as a device to predict mistakes and difficulties experienced by the learners when they pronounce the English speech sounds. Without carrying out a test in order to find out the accuracy of the learners' pronunciation of the English speech sounds, we can predict the mistakes and the difficulties. The prediction is taken by comparing and contrasting the speech sounds of Arabic and English which have already been listed in figure 2.3 and figure 2.4. It can be predicted, first, that the learners will have some difficulties in pronouncing the sounds of [ʒ, v, tʃ, ŋ, g, p] because these sounds are not found in the foreign language they have learnt i.e. Arabic. Second, they will have some ease in pronouncing the English speech sounds listed

in figure 2.3 because those sounds are found in Arabic. They are accustomed to pronouncing those sounds when they learn the pronunciation of Arabic. As a result, there is no difficulty found by the learners when they pronounce the English speech sounds.

III.4 Factors that affect the accuracy in pronouncing the English speech sounds

In the previous subchapter, it has been mentioned that more than 55% the accuracy in pronouncing the English speech sounds is influenced by the accuracy in pronouncing the Arabic speech sounds. Less than 45%, it is influenced by other variables or factors. The factors include perception, learning strategy, learners, and interference of the native language.

The first factor, which causes the learners to pronounce the English speech sounds less accurately, is perception. Although the English speech sounds have already been learnt and found in Arabic, those sounds are not perceived as what they are. Parera (1997) defines it as mistake of interpretation. When the learner were asked to pronounce particular English speech sound, like the sound of *th* [θ], what they perceived was that they were asked to pronounce the sound of *t* [t]. Their ear transmits the sound of *th* [θ] to the brain as the sound of *t* [t]. It indicates that what they perceive is what they hear. If the perception of what they hear is not exact, the production of the sound will not be accurate. Such a case like this occurs because the learners' hearing habit of English sounds has not properly been established. Therefore, in order to establish a proper hearing habit, ear training

needs to be given regularly in the learning teaching process of English in a classroom.

The second factor is learning strategy. Schools use different learning strategy from one another in English classroom. In this case, learning strategies are those which are associated with methods or techniques of how the English is taught in classroom and teacher who is in charge in the learning teaching process of English. Any method used in classroom, the most important is that the teacher must appropriately give the students or the learners a proper ear training. In ear training, the teacher must be a model of good pronunciation. She must pronounce the English speech sounds accurately so that what the learners hear is a good pronunciation of English. Furthermore, in order to be a model of good pronunciation, she must have a good knowledge and understanding of English pronunciation. Her knowledge and understanding are very important to succeed the learning process of English speech sounds, (Clarey and Dixson, 1963).

The third factor is the learner. In the pronunciation test of English, it is found that some learners may pronounce the English speech sounds accurately while others may not. It implies that they have different characteristics one from another in the learning situation. The characteristics include psychological condition and intellectual ability of the learners. The psychological conditions, like motivation and maturation, have affected their performance in pronouncing the English speech sounds, (Heaton, 1974). High motivated and mature learners tend to be fast in imitating the English speech sounds accurately given in the test. Although the learning process of English speech sounds has not lasted for a long

period, they have succeeded to pronounce the English speech sounds accurately. In contrary, low motivated and immature learners tend to be slow in imitating the English speech sounds accurately. They pronounce the English speech sounds less accurately. Besides the psychological condition, intellectual ability of the learner has affected their performance. Research has shown that successful learners are those who have a wide variety of intellectual ability, (Spada and Lightbown, 1963).

The fourth factor is the interference of the native language. Learners learning the English speech sounds start off with the habits associated with the native language. In the learning process of the English speech sounds, they transfer the habit of articulation of their native language to the foreign tongue, (Lado, 1961). In one part, this transfer will function satisfactorily. It has already been mentioned that several English speech sounds, which are not found in Arabic like [ŋ, g, p], are pronounced accurately. The reason is that although those sounds are not learnt in the learning process of Arabic speech sounds, they have already been learnt in the learning process of the native speech sounds. In another part, this transfer will not function satisfactorily. The habit of articulation of their native language has interfered their pronunciation when they pronounce the English speech sounds. As a result, several English speech sounds, which are found in Arabic, are pronounced less accurately.

CHAPTER IV

CONCLUSION