

CHAPTER IV

CONCLUSION

From the process of data analysis, we can answer the previous objectives of the study. All hypothesis testings of r-value show that there is correlation between the accuracy in pronouncing Arabic speech sounds and that in English speech sounds. Furthermore, the r-value of all quantitative analysis shows that there is a high positive correlation. In one part, these findings mean that if the Arabic speech sounds are pronounced accurately, the English speech sounds are also pronounced accurately. On the other side, if the Arabic speech sounds are pronounced less accurately, the English speech sounds are also pronounced less accurately.

When the speech sounds of Arabic and English are pronounced accurately, the learners succeed to identify the similarity of speech sounds between Arabic and English. As a result, they find some ease to pronounce the English speech sounds accurately. This implies that what the linguists propose –i.e. the similarity between the language that has been learnt and the language being learnt brings some ease for the learners –is valid. Here, the learners do not only succeed to identify, but they also succeed to transfer their previous knowledge of Arabic speech sounds into their new knowledge of English speech sounds in such a positive way. This is what the linguists call as *positive transfer*. Therefore, we can say that the learning process of Arabic speech sounds in early situation facilitates the learning process of English speech sounds in later situation.

When the speech sounds of Arabic and English are pronounced less accurately, the learners fail to identify the similarity between Arabic and English speech sounds. Their failure indicates that the learning process of Arabic speech sounds in early situation does not facilitate the learning process of English in later situation. Although there is similarity, the learners pronounce the English speech sounds less accurately.

This finding obviously does not conform to what the linguists have proposed. However, it does not mean that what the linguist propose is invalid or incorrect. We should notice that the accuracy in pronouncing the English speech sounds is not only affected by the accuracy in pronouncing the Arabic speech sounds, but it is also affected by several factors. They include perception, learning strategy, learners, and the interference of first language.

Meanwhile, concerning the second objective of the study, indeed there are several English speech sounds which are pronounced accurately and less accurately. The English speech sounds, which can be pronounced accurately, are \int , $dʒ$, d , g , p , and η . The English speech sounds, which are pronounced less accurately, are θ , δ , t , $tʒ$, $ʒ$, and v . The first three sounds can be found in Arabic while the last three sounds can not. For the English speech sounds which are not given in the test, we can predict whether those sounds are pronounced accurately or less accurately. Using contrastive analysis principle, those sounds will accurately be pronounced because they can be found in Arabic. The learners will be able to identify the similarity between the English speech sounds and Arabic speech sounds. This similarity will bring some ease for the learners to pronounce

the English speech sounds accurately. Therefore, we can predict that the English speech sounds, which are not given in the test, can accurately be pronounced.

Last but not least, the findings of the study are expected to be useful in teaching learning process of English at schools. Teachers who are in charge in the teaching learning process in classroom can use this contrastive analysis of Arabic and English speech sounds as a device to learn the English pronunciation. In order to succeed the teaching learning process of English speech sounds, not only this contrastive analysis is needed, but the teachers themselves also play important role. In all schools, the teachers should be required to give appropriate ear training. Here, they must pronounce the English speech sounds accurately so that what the students hear is the same as what the teachers pronounce. As a result, hearing habit is appropriately built. Later, it can be expected that proper hearing habits will cause the production of the accurate English speech sounds.

BIBLIOGRAPHY