

# CONTRASTIVE ANALYSIS ON ARABIC AND ENGLISH PRONUNCIATION OF THE TENTH GRADE STUDENTS OF LANGUAGE CLASS AT MAN 1 NGANJUK

Muhammad Hasan Fauzi Rizza

(English Student of State Islamic Institute of Kediri)

[m.hasanfauzir@gmail.com](mailto:m.hasanfauzir@gmail.com)

## Abstract

This final project is an Quantitative research. Indonesian People are difficult to learn English. Nowadays, learning contrastive analysis on Arabic and English is very important because the majority of Indonesian people are moslem. Mostly moslem, learning Arabic of Qur'an earlier. So that why, learning the correlation between those language will be useful to learn pronunciation easier. In this study, I limit the discussion by stating the following problem: (1) Do the students who have better pronunciation of Arabic consonants have better Pronunciation of English consonants?The aims of this quantitative research is: (1) to know the correlation and coefficient between students' ability in pronouncing Arabic and English consonants.

There were three steps in conducting this Quantitative research; analyze the contrastive analysis between Arabic and English to find the similar words, doing test at language class to know student pronunciation by comparing two languages words, then analyze the score and result by using SPSS to know the correlation and coefficient between Arabic and English consonants.

In the result, 0.703 found in SPSS count. This is means that the Arabic and English letters have similarities and accepted. 87% of 53 words correctly pronounced by the students, it shows that there is correlation between Arabic and English consonant and null hypothesis (Ho) can be rejected.

**Key Word:** Contrastive Analysis, Phonetics, Arabic Consonants, English Consonants.

## A. INTRODUCTION

One of the general objectives for foreign language teaching and learning is to teach the learner to be mastered in oral or written communication in the target language they learn. In Indonesia there are many problems that learners have when they deal with the pronunciation. Most of the learners have problems when they learn oral skill. Mean while,

Ur (1996:12) stated that speaking is one of the most important skills. It is need to have other skill by people to be mastered in speaking such as grammar competence, listening skill, vocabulary mastery and good pronunciation.

It is very common that many foreign language learners have problems in teaching and learning process. In this case, many of English foreign learners have difficulties in pronunciation teaching process because of some factor. There are six factors that influence learners' pronunciation, mother tongue, age, amount of exposure phonetic ability, personality, and motivation (Kenworthy:1987).

Contrastive linguistics is not a unified field of study. The focus may be on general or on language specific features. The study may be theoretical, without any immediate application, or it may be applied, carried out for specific purposes.

Contrastive linguistics is a predictive technique. This means that by looking at the structure of two or more linguistic systems, we can predict the difficulties the learner is likely to encounter. It doesn't mean that for all mistakes a learner makes in the second language, the first language habits alone are responsible. Contrastive analysis is useful in discovering language universals, studying problems in translation and studying language types.

Understanding what contrastive linguistics and contrastive analysis is a paramount important prior to the discussion and analysis of plural markers in Arabic and English. Contrastive linguistic is 'a sub-discipline concerned with the comparison of two or more languages or sub-systems of languages in order to determine both the differences and the similarities between them' (Fisiak et al. 1978 cited in Fisiak, 1981, p.v.).

The problem that is going to be discussed in this study can be formulated as follow : Do the students who have better pronunciation of Arabic consonants have better pronunciation of English Consonants ?

## **B. REVIEW LITERATURE**

### **1. Contrastive Analysis**

Comparative philology or contrastive analysis is a branch of historical linguistic studies. It deals with the comparison of the characteristics of different languages or different states of a language through history. It composes the various forms of related languages and utterance to reconstruct the mother language from which they were developed. It starts with the discovery of the similarities and differences as well between languages or within the same language. However, some linguists and pioneers in the field of "language pedagogy" were well aware of the pull of the mother tongue in leaning a target language, it was Charles Pries (1945)

## **2. Phonology**

Phonology is one of the core fields that compose the discipline of linguistics (Odden, 2005). According to Poole (1999), Phonology is study sounds in the context of languages. It was in accordance with Clark and Yallop (1995), they said that phonology is concerned with speech with the ways in which human produce and hear speech. In other hand, phonology according to Ladefoged (1982, p. 23) is the description of the system and pattern of sounds that occurs in a language. In this case, Ladefoged said that it involves studying a language to determine its distinctive sound and to find out which sound convey a different in meaning. Based on the definitions above, it can be concluded that phonology is the study of the sound of a language.

## **3. Conducting Paragraph**

Based on the above theories, Arabic and English have some similarities in place of articulations. Some studies show 17 to 18 phonetic equations in consonants. Contrastive analysis alone explains the similarities and differences between different languages to learn the intended language.

In this case, contrastive learning analysis aims to facilitate students in learning a foreign language by comparing with a language that has been mastered. Arabic language itself is a language that is familiar to the majority of Indonesian people. Student background also supports the mastery of Arabic language and then contrasted with English.

## **C. METODOLOGY**

### **1. Research Method**

There are some methods can be used by the researcher, but in collecting and analyzing data, in this research, the researcher uses Quantitative research.

Quantitative research consists of those studies in which the data concerned can be analysed in terms of numbers . Research can also be qualitative, that is, it can describe events, persons and so forth scientifically without the use of numerical data . Quantitative research is based more directly on its original plans and its results are more readily analysed and interpreted. Qualitative research is more open and responsive to its subject. Both types of research are valid and useful. They are not mutually exclusive. It is possible for a single investigation to use both methods. (Best and Khan, 1989: 89-90)

Quantitative research is, as the term suggests, concerned with the collection and analysis of data in numeric form. It tends to emphasize relatively large-scale and representative sets of data, and is often, falsely in our view, presented or perceived as being about the gathering of `facts'. Qualitative research, on the other hand, is concerned with collecting and analysing information in as many forms, chiefly non-

numeric, as possible. It tends to focus on exploring, in as much detail as possible, smaller numbers of instances or examples which are seen as being interesting or illuminating, and aims to achieve 'depth' rather than 'breadth'. (Blaxter, Hughes and Tight, 1996: 61)

## 2. Variable of Research

In this research, there are two variables. Those are :

- a. Independent Variable (X) : Ability to pronounce Arabic Consonants
- b. Dependent Variable (Y) : Ability to pronounce English consonants

## 3. Data Collection

In collecting the data, the researcher uses two steps. First, the researcher uses paper text. the text paper provided contains some Arabic list of words by providing equivalent Arabic sounds. Secondly, students record the pronunciation test. The record is used to get the score of student test. The record given to professional teacher to measure the student ability in Arabic and English Pronunciation

There are 18 consonants letters of Arabic and 53 words with English Consonants. Each word and letter which is pronounced correctly will get one score.

## 4. Data Analysis

The data collected to answer the research question. The researcher analyzes the data score of Arabic and English pronunciation to find the impact and correlation. The Pearson product-moment correlation coefficient (Pearson correlation, for short) is a measure of the strength and direction of association that exists between two variables measured on at least an interval scale.

Correlation coefficients are used in statistics to measure how strong a relationship is between two variables. There are several types of correlation coefficient: Pearson's correlation (also called Pearson's  $R$ ) is a correlation coefficient commonly used in linear regression. If you're starting out in statistics, you'll probably learn about Pearson's  $R$  first. In fact, when anyone refers to the correlation coefficient, they are usually talking about Pearson's.

According to Iqbal Hasan, coefficient correlation has value between -1 and +1 ( $-1 < CC < +1$ ). Those are standards of correlation coefficients:

Table 3.1

No	CC	Meaning
1	$CC = 0$	There is no correlation
2	$0 < CC <$	The correlation is very low

	0.20	
3	$0.20 < CC < 0.40$	The correlation is low
4	$0.40 < CC < 0.70$	The correlation is average
5	$0.70 < CC < 0.90$	The correlation is high
6	$0.90 < CC < 1.00$	The correlation is very high
7	$CC = 1.00$	The correlation is excellent

## D. RESULT AND DISCUSSION

### 1. Findings

Contrastive Analysis (CA) is a systematic study of Language pairs to recognize differences and similarities between them. This is a way of describing the difficulties or ease of language learners in learning the first language (L1) and the second language (L2). Comparing linguistic elements and systems between the two languages, including comparing the cultural background of the two languages.

Contrastive Analysis (CA) is a method used to find differences and similarities between languages that often make learners have difficulty in language learning.

Contrastive Analysis (CA) become the basic form for foreign language teaching and is a key criterion for the preparation of teaching materials. The linguistic order often used in Contrastive Analysis (CA) is the field of phonology and syntax.

Researchers have asked the experts to check the recording of students to find a valid score. The scores that have been appraised have been attached to the appendix. To know the influence and relationship on the pronunciation of Arabic letters to the ability to pronounce English vocabulary. Researcher calculated the score using SPSS which will be discussed further below.

**Table 4.1**  
**Descriptive Statistics**

	Minimum	Maximum	Mean	Std. Deviation
Arabic	15.00	18.00	16.86	1.01374

English				45	
		37.00	52.00	.2174	4.63148
Valid N (listwise)					

From the table above, there are 23 respondents each variable. The lowest score can be seen at *Minimum* column. And the highest score can be seen at *Maximum* column. Then, *Mean* is the average score.

From the several methods that can be used to prove the normality of a data, there is a method that mostly used, that is by using formula of Kolmogorov-Smirnov. Kolmogorov-Smirnov test is a test of normality that is widely used, especially after the existence of many statistical programs in circulation. The advantages of this test are simple and do not cause differences of perception among observes with other observers, which often occur in normality tests using graphs.

**Table 4.2**  
**One-Sample Kolmogorov-Smirnov Test**

			Arabic	English
N			23	23
Normal Parameters <sup>a,b</sup>	Mean		16	45
			.8	.2
	Std. Deviation		6	4
			1.01374	4.8
Most Extreme Differences	Absolute		.2154	.249
		Positive	.196	.249
	Negative		-	-
			.2154	.186
Test Statistic		.2154	.249	

Asymp. Sig. (2-tailed)	.07	.01
	c	c

- Test distribution is Normal.
- Calculated from data.
- Lilliefors Significance Correction.

From *One-Sample Kolmogorov-Smirnov Test* the score of Arabic is 0.215 and English is 0.249. Those scores are higher than 0.05, it can be accepted and the distribution is normal.

Taken from normal distribution above, the analysis is parametric statistics using Pearson's Product Moment Correlation. They were calculated using SPSS for PC. The description will be discussed below :

**Table 4.3**  
**Correlations**

		Arabic	English
Arabic	Pearson Correlation	1	.703**
	Sig. (2-tailed)		.000
	N	23	23
English	Pearson Correlation	.703**	1
	Sig. (2-tailed)	.000	
	N	23	23

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

From the table above shows that there is coefficient correlation between Arabic and English is 0.703. The *R* value has range between 0 until 1 or 0 until -1. The sig. value is  $0.000 < 0.05$ , the hypothesis is accepted. There is correlation between students' pronunciation of Arabic and English consonants. Null hypothesis (*H*<sub>0</sub>) can be rejected.

## 2. Discussions

After conducting the analysis, the researcher found that the coefficient correlation between consonant letters of Arabic and English is 0.703. This indicates the existence of phonetic equations between Arabic and English.

Based on the results above, it can be concluded that in the presence of cause and effect or relationship it will produce the influence and relevance in learning how to pronounce the language.

Based on the theory that has been in chapter 2, Arabic and English phonetics have some similarities in place of articulations. The equation which will provide convenience to students in learning a foreign language. Student background MAN 1 Nganjuk, where the majority of students living in boarding schools will support in pronunciation of arabic language that can be applied into English pronunciation through contrasting analysis.

The results of this study indicate a correlation in students' ability in pronouncing Arabic and English. Of course, this shows that students' abilities in pronouncing Arabic letters affect their English pronunciation.

Hence the hypothesis of this study can be accepted as the result of the calculation.

## E. CONCLUSION

From the analysis and discussion above, it can be concluded that pronunciation of Arabic letters of the students has an effect on their English pronunciation. It can be shown on the percentage of test results of students who showed in SPSS score that has been provided.

The influence is caused by the number of letters, both in Arabic and English which has similarity where the letter out of the two languages. Students background MAN 1 Nganjuk also supports students' fluency in pronouncing of Arabic language which in the end can be applied into English vocabulary.

Researcher realize some weaknesses in doing this research such as, lack of reference to support this thesis. On the other hand, researcher have not been able to explain more about the correlation and relation.

K E D I R I



## REFERENCES

- Anwar, Ali. (2009). *Statistika Untuk Penelitian dan Aplikasinya dengan SPSS dan Excel*, Kediri : IAIT Press
- Aufa, N. (2017). *Thesis - Using Movie to Increase Students' Pronunciation*. Banda Aceh: UIN Ar-Raniry.
- Brown, H. (2001). *Teaching by Principles*. Englewood Cliffs, N.J: Prentice-Hall.
- Crystal, D. (2005). *How Language Works*. Overlook Press
- Crystal, D. (2003). *The Cambridge Encyclopedia of the English Language, 2nd edition*. Cambridge : Cambridge University Press.
- Eimtsal Altayab Abdalrahman, (2011). *Arabic phonology. 1st Edn.: Alrshud Library*. Igraa TV, 2013. The program of how to recite the quran. Organs of Speech.
- Geoffrey S. Nathan. (2008). *Phonology: A Cognitive Grammar Introduction*. Robert, L. (2008) *International Phonology Second Edition*. United States of America: Cambridge University Press.
- Johansson, S. (1978). *Studies of error gravily*. Goteborg: Gothenburg studies in English no.44.
- Kenworthy, J. (1987). *Teaching English Pronunciation*. Longman : ISBN 0582746310, 9780582746312.
- McMahon, A. (2002). *An Introduction to English Phonology*. Edinburgh : Edinburgh University Press.
- Marlett, S. (2001). *An introduction to phonological Analysis*. Retrieved from: <http://opentraining.unesco-ci.org/cgi>
- Morley, J. (1991). *The pronunciation component in teaching English to speakers of other languages*. TESOL Quarterly, 25(3), 481-520.
- Rosyid, F. N. (2016). *Thesis : The Correlation Between Students Ability in Arabic Pronunciation and Their Ability in English Pronunciation in STAIN Kediri*. Kediri: STAIN Kediri.
- Yudanika, F. (2013). *Thesis - Improving The Students' English Pronunciation of The Grade XI of SMA N 2 Bantul Through Oral Diary Using Mobile Phone Recorder* . Yogyakarta: Universitas Negeri Yogyakarta..