

CHAPTER I

INTRODUCTION

This chapter presents about introduction, including the background of the study, research problem, research objective, significance of the study, scope and limitation of the study, assumption, hypothesis, definition of the key term, and review of the previous study.

A. Background of The Study

Language is a tool for humans to communicate and share ideas. Language can also establish our cooperation and relationship with other people. We communicate effectively with words, gestures, and tone of voice in many situations. People speak a language depending on where they live, like people in America will speak English to others. Meanwhile, people will speak Arabic when they live in Saudi Arabia. However, when people from another country who cannot speak the country's language are used means they are not a native, they can speak English as an international language.

English is one of the languages that many people use to communicate with others from different countries because English is an international language. It has proven that many schools globally have English as one of the school subjects. Although there are other international languages nowadays, those are French, Spanish, Arabic, and others, English is still the primary international language compared to the others. English is still the primary language they use

to communicate with others, and they had learned English since they were in elementary school, while the other language, like Mandarin, still did not learn it when they were young.

Ghofur stated that people who communicate using the English language would speak fluently and connect if they have a good pronunciation.¹ He also explained that pronunciation is essential for speaking a foreign (English) language fluently. According to him, if a student does not pronounce a word correctly, it can be complicated to understand them.² For example, a student pronounces the word "Mosque," and the correct phonetic transcription is /mask/. Nevertheless, they do not pronounce a word correctly like the phonetic transcription, so a student pronounces the word "Mosque" as /mask/ /ju:/. Therefore, the person being spoken to (interlocutor) will not understand what the speaker (student) means. On the other hand, if a student makes grammatical mistakes like in verb tense, the listener still knows what is being said.³ For example, a student will say, "Kelinci itu makan wortel", that the English of the statement is "The rabbit eats a carrot". However, a student says the sentence "The rabbit eaten a carrot" means grammatical mistakes in the verb tense. The listener still understands what the speaker says. Therefore, it can be concluded that good pronunciation is the best mediator to make the conversation understood.

¹ Abd Ghofur, *English Pronunciation*, First Edit. (Pamekasan: STAIN Pamekasan Press, 2009), 1.

² Ibid.

³ Ibid.

Everyone has their speech organs. Some speech organs of humans do not work correctly, such as a lisp. In addition, there are some speech organs of human work as usual. The variety of speech organs of the human will cause a different pronunciation. Therefore, the pronunciation of native speakers is not owned by everyone. One of the reasons is that geographical and linguistic differences can affect a person's pronunciation. In essence, different languages can cause a foreign accent.

There are three kinds of English pronunciation: vowel, diphthong, and consonant. Kelly states, "Vowels are articulated when a voiced airstream is using the tongue and the lips to modify the overall shape of the mouth."⁴ It means that vowels are sounds that do not block the air through the mouth. According to the Cambridge dictionary, "Diphthong is a vowel sound in which the tongue changes position to produce the sound of two vowels."⁵ Hence, a diphthong is two sounds that come out of the mouth when pronouncing the vowel.

Furthermore, Ghafur explained that "Consonant, unlike vowels are speech sounds produced with a narrowing somewhere in the vocal tract, which is usually sufficient to prevent them from functioning as syllable nucleus (the nucleus is the "heart" of the syllable, carrying stress, loudness, and pitch information; it usually consist of a vowel)."⁶ From Ghofur explanation, it can be concluded that consonant is a speech sound that occurs because the air is

⁴ Gerald Kelly, *How to Teach Pronunciation*, First Edit. (England: Pearson Longman, 2000), 29.

⁵ *Cambridge Learner's Dictionary*, Second Edi. (Cambridge: Cambridge University Press, 2004), 125.

⁶ Ghofur, *English Pronunciation*, 35.

coming out of the lungs and not getting obstacles. When describing a consonant, it is necessary to provide information about three aspects of consonants' articulations: the voiced and voiceless sound, where the airstream is constricted, and how the airstream is constricted.⁷ Inference, a consonant is the opposite of vowel or diphthong realized by obstruction. So the airflow through the mouth is blocked at the places of articulation. In this research, the researcher would like to take one of three kinds of pronunciation to discuss consonants.

Several English pronunciations are not found in the Indonesian pronunciation of the English consonant sound. The several English consonant pronunciations do not exist in Indonesian pronunciations are /θ/, /ð/, /ʃ/. One of the problems that trigger Indonesian to fail to communicate in English fluently is the absence of some English consonants in the Indonesian language, namely: /θ/, /ð/, /ʃ/. Moreover, some students are inclined to pronounce them as /t/, /d/, and /s/. Students hardly pronounce several English sounds because the mother tongue does not have /θ/, /ð/, /ʃ/.⁸ In its account, the contrastive analysis argues that Madurese cannot pronounce consonants /θ/, /ð/, /ʃ/ because these consonants do not exist in the Madurese vocabularies.

The contrastive analysis is an approach to the study of second language acquisition, which involves predicting and describing learner problems through comparison of L1 and L2 to discover the differences and the similarities.⁹ Thus,

⁷ Ibid.

⁸ Linda Mangi Fera Indika, "The Contribution of Arabic Phonology to English Pronunciation," *Language Horizontal* 07, no. 01 (2019): 1, <https://academic.microsoft.com/paper/3185897750>.

⁹ Fithriyah Rahmawati, *Second Language Acquisition (SLA)*, ed. Nina Khayatul Virdyna (Pamekasan: Duta Media, 2019), 43.

contrastive analysis is an analysis or approach in predicting and describing a second language through various comparisons between the first language and the second language, then the similarities and differences between the two languages will be found. Supposedly, the learner cannot sound the consonants / θ /, / ð /, / ʃ /, because of the learner's condition. They cannot pronounce consonants / θ /, / ð /, / ʃ / because of the absence in their mother tongue. Fortunately, Madurese can pronounce the consonants / θ /, / ð /, / ʃ / because they are already familiar with the sound in the Arabic language. The majority of Madurese are Muslim, wherein their daily lives, they will recite the Holy Quran. The Holy Quran consists of 28 consonants, and some Arabic consonants have the same pronunciation as English consonants.

In this case, Arabic and English have the same pronunciation rules. Sometimes, students familiar with Arabic pronunciation can use the rules in other languages as they use them to speak English, not only in Arabic. Some Arabic and English consonants have similar rules in pronunciation, for example, in voicing, place of articulation, and manner of articulation. English consonant and Arabic consonant pronunciation have the same characteristics. Those are the place of articulation (مكان العقبة), the manner of articulation (نوع العقبة), and the force of articulation (قوة العقبة).

The manner of articulation in English consists of plosive/stop (/p/, /b/, /t/, /d/, /k/, and /g/), affricate (/tʃ/ and /dʒ/), fricative (/f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, and /h/), nasal (/m/, /n/, and /ŋ/), lateral (/l/), and approximant (/r/, /j/, and /w/). While in Arabic consonant, the manner articulation consists of stop / وقفي (ب)

ش, خ, غ, ح, ه, ف,) احتكاكي / fricative / مجزية (ج) / affricate (ع, and ت, د, ط, ض, ك, ق
 مكرر (ر) / trill / جانبي (ل) / lateral / أنفي (م and ن) / nasal (ظ and ث, ذ, س, ز, ع, ص
 and semi-vocal / (و and ي) شبه صوتي /). In conclusion, form how the consonant
 sounds are produced, both English and Arabic consonants have similarities. The
 consonants are: /b/ and ب, /t/ and ت, /d/ and د, /k/ and ك, /dʒ/ and ج, /f/ and ف,
 /θ/ and ث, /ð/ and ذ, /s/ and س, /z/ and ز, /ʃ/ and ش, /h/ and ح, /m/ and م, /n/ and
 ن, /l/ and ل, /r/ and ر, /j/ and ي, and /w/ and و.

The next is the place of articulation. The place of articulation in English
 consists of bilabial (/p/, /b/, /m/, and /w/), labiodental (/f/ and /v/), dental (/θ/
 and /ð/), alveolar (/t/, /d/, /s/, /z/, /n/, /l/, and /r/), palate-alveolar (/tʃ/, /dʒ/, /ʃ/
 and /ʒ/), palatal (/j/), velar (/k/, /g/, and /ŋ/), and glottal (/h/ and /ʔ/). While in
 Arabic consonant, the place of articulation consists of Bilabial / شفوي (م, و, and
 ب), Labiodental / (ف) / أثنائي شفوي (ف) / Dental / (ض, ت, ط, د) أثنائي / Interdental / بين
 الأسنان / Alveolar / (س, ز, ن, ل, ر) لثوي / Alveolar palatal / (ض, ث, ذ, ص) الأسنان
 / حلقوي / (ك, غ, خ) طبقي / Velar / غاري (ي) / Palatal / (ج and ش) لثوي الغاري
 / (ق, ع, and ح) / and Glottal / (ه and ع) حنجري /). Inference, from where the consonant
 sounds are produced, English consonants have the same place of articulation as
 Arabic consonant. The consonants are: /b/ and ب, /m/ and م, /w/ and و, /f/ and
 ف, /θ/ and ث, /ð/ and ذ, /t/ and ت, /d/ and د, /s/ and س, /z/ and ز, /n/ and ن, /l/
 and ل, /r/ and ر, /dʒ/ and ج, /ʃ/ and ش, /j/ and ي, /k/ and ك, and /h/ and ح.

The last is the force of articulation. The force of articulation in English
 consists of lenis / voiced (/b/, /d/, /g/, /v/, /ð/, /z/, /ʒ/, and /dʒ/) and fortis /
 voiceless (/p/, /t/, /k/, /f/, /θ/, /s/, /ʃ/, /tʃ/, and /h/). Likewise in Arabic, the force

of articulation consists of Voiceless /ت, ط, ك, ق, ع, ص, ش, خ, ح, ه, ف, ث, (مهموس) and Voiced /ذ, and (س) and /و, ب, د, ض, ج, ذ, ز, ظ, غ, ع, م, ن, ل, ر, ي) مجهور/. Therefore, the correlation between the accuracy of Arabic consonant sound and English consonant sound pronunciation positively impacts pronouncing English consonant sound easily and fluently.

Many kinds of research have been conducted regarding the discussion about Arabic consonant sound and English consonant sound pronunciation. Indika,¹⁰ her research showed that the subjects successfully pronounced most of the words accurately. They did not have a problem with pronunciation because producing θ / and / δ / sounds absent in Indonesia can be found in Arabic. It is in line with Gusdian and Lestiono's research,¹¹ It showed that Arabic consonants really facilitate students in their learning English pronunciation, and Arabic consonants are positively helpful for promoting the Indonesian EFL students to learn English pronunciation. While Linniyati's research,¹² It showed no difference and significant difference between students who had good *makharijul huruf* and students who had not good in *makharijul huruf*.

In line with Arabic and English pronunciation, Kurniasih¹³ her research showed a positive and significant correlation between students' Arabic and

¹⁰ Indika, "The Contribution of Arabic Phonology to English Pronunciation."

¹¹ Rosalin Ismayoeng Gusdian and Riski Lestiono, "The Use of Arabic Consonant Sound To Arrive At English Pronunciation: A Case Study on Indonesian Efl Students in Tertiary Level," *Erudio Journal of Educational Innovation* 5, no. 2 (2018): 1–9, <https://doi.org/10.18551/ERUDIO.5-2.1>.

¹² Linniyati, "The Comparison between Students Who Good in Makharijul Huruf and Students Who Don't Good in Makharijul Huruf to English Pronunciation Ability in Female Class of Tenth Grade at MA Al-Abror Blumbungan" (The State of Islamic College (STAIN) Pamekasan, 2016), 47.

¹³ Dwi Kurniasih, "The Correlation between Student's Arabic Pronunciation Ability of Eleventh Grade Students of MAN 1 Kebuman in the Academic Year 2016/2017" (Purworejo Muhammadiyah University, 2017), 59.

English pronunciation abilities. Furthermore, Yahya¹⁴ Her research also showed that if the participants had a good ability in pronouncing Arabic sounds, they could pronounce English fricative pronunciation well.

All the researchers above explained Arabic and English pronunciation. Indika's research focuses on how Arabic phonology contributes the English pronunciation. In comparison, Dusdian's research focuses on how the Arabic consonants facilitate students learning English pronunciation. Apart from that, Kurniasih's research focuses on how students' Arabic pronunciation influences their English pronunciation ability. The other research, Linniyati's study, compares students who had good *makharijul huruf* and those who did not in *makharijul huruf*. Meanwhile, Yahya's research focuses on how the participants could pronounce Arabic sounds and pronounce English fricative pronunciation well.

State Islamic Institute of Madura, known as "IAIN Madura," is one of the religious universities in Indonesia and is located in Pamekasan, East Java. The majority of students are Madurese people. In their pronunciation, Madurese cannot sound consonants /θ/, /ð/, /ʃ/ because of the absence in their mother tongue. They even sound the consonant /θ/ as /t/, /ð/ as /d/, and /ʃ/ as /s/. In this case, the Arabic language has the same pronunciation as Madurese.

The Arabic language did not exist in the English Department of IAIN Madura subjects. However, English department students may correlate Arabic

¹⁴ Amalia Yahya and Muliastri Arifin, "The Influence of Arabic Sound toward English Pronunciation at English Department Students of IAIN Palopo" (n.d.): 5, <https://doi.org/10.24256/IDEAS.V3I2.149>.

consonant and English consonant pronunciation because the Arabic consonants exist in the Holy Quran. The holy Qur'an is a guide of Muslims, and the students of the English department are Muslims where in their daily lives they will recite the Holy Quran. Therefore, the researcher is interested in conducting research titled "*The Correlation between Arabic Consonant Sound and English Consonant Sound Pronunciation of English Department Students of State Islamic Institute of Madura.*"

B. Research Problem

Based on the background of the study above, the researcher formulates two research problems in this research as follows:

1. Is there a correlation between Arabic consonant sound and English consonant sound pronunciation of English department students of IAIN Madura?
2. What is the significance between Arabic consonant sound and English consonant sound pronunciation of English department students of IAIN Madura?

C. Research Objective

Based on the research problem above, the researcher also formulates two research objectives in this research as follows:

1. To know whether there is a correlation between Arabic consonant sound and English consonant sound pronunciation of English department students of IAIN Madura.
2. To measure the significance between Arabic consonant sound and English consonant sound pronunciation of English department students of IAIN Madura.

D. Significance of The Study

The significance of the study states the implications of the findings for educational practice and theory. The results may be unique to the single group or specific study context.¹⁵ The significance of the study is the impact of achieving goals. If the research objectives can be achieved, and the formulation of the problem can be answered accurately, then decide the significance of the study.¹⁶ Therefore, the significance of the study is the level of confidence in the basic assumptions that will determine whether the basic assumptions are accepted or not.

The significance of the study is classified into two categories; theoretically significant and practically significant. Theoretically, this research is expected

¹⁵ Donald Ary, *Introduction to Research in Education*, Eighth Edi. (Canada: Wadsworth, 2010), 589.

¹⁶ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R & D*, Tenth Edit. (Bandung: Alfabeta, 2010), 224.

to be one of the inputs in understanding Arabic and English consonant sound pronunciation for English department students of IAIN Madura by correlating the Arabic Consonant sound pronunciation and the English Consonant sound pronunciation. As for practicality, the result of this research make it possible to provide meaning for several circles, among them:

1. For the English teachers/lecturers

This research is expected to contribute to English teachers/lecturers that Arabic consonant sound pronunciation correlates with English consonant sound pronunciation of English department students in IAIN Madura. Hence, the teachers/lecturers have to collaborate the English consonant pronunciation with Arabic consonant sound pronunciation when they teach the students in pronunciation subject at IAIN Madura because it will make it students easier to pronounce the English consonant fluently.

2. For the students

The researcher hopes the result of this research can make the students realize that Arabic consonants correlate with Arabic consonant pronunciation when they learn pronunciation and pronounce the word.

3. For the researcher

This research can add the researcher's insight that Arabic consonant sound pronunciation influences the pronunciation of the English consonant sound because some of the Arabic consonant sounds exist in English consonant sound pronunciation.

4. For the institution

The researcher hopes the institution can consider the correlation between Arabic consonant sound and English consonant sound pronunciation of English department students of IAIN Madura.

E. Scope and Limitation of The Study

Padua states that scope refers to the problem of the study. The respondents' population determines the scope, the sample is drawn from the population, and the variable or factor involved in the study.¹⁷ Thus, the scope limits the number of subjects covered in a problem. Within the scope of the research, there are restrictions on the variables; the issues will be studied, research locations and et al. The scope of this study is the fifth semester of English Department Students of IAIN Madura.

Meanwhile, the limitation of the study is the accepted shortcomings of the study.¹⁸ For instance, a researcher may not sample from a larger population. This research only focus on 17 samples. This research is limited to the segmental pronunciation especially consonant. The consonants going to measure are English and Arabic consonants. The English consonants are /b/, /t/, /d/, /k/, /dʒ/, /f/, /θ/, /ð/, /s/, /z/, /ʃ/, /h/, /m/, /n/, /l/, /r/, /j/, and /w/. While the Arabic consonants going to measure are /ب/, /ت/, /د/, /ك/, /ج/, /ف/, /ث/, /ذ/, /س/, /ز/, /ش/, /ح/, /م/, /ن/, /ل/, /ر/, /ي/, and /و/

¹⁷ Roberto N. Padua and Rosita G. Santos, *Fundamentals of Educational Research and Data Analysis* (Quezon: Katha Publishing, 2013), 16.

¹⁸ Ibid.

F. Assumption

The assumption is a fundamental postulate about the research and the researcher's truth.¹⁹ It can be false or true. The assumption is essential in determining the research paradigm because it is the base of the research itself. As for deciding, the belief must be based on the truth that the researcher has believed.

Latief states that assumption believes that a person has a condition to carry out an activity. Without the belief that someone will not decide to do something.²⁰ Thus, an assumption is a temporary conjecture thought by an individual, and the truth is not yet known; therefore, the allegation requires proof so that the truth is absolute.

This study assumes a correlation between Arabic consonant sound and English consonant sound pronunciation of English Department Students of IAIN Madura.

G. Hypothesis

The hypothesis is the quick answer to the research problem's formulation, where the formulation of the research problem has been stated in the form of a question sentence. It is temporary because the answers are only based on relevant theories, not empirical facts obtained through data collection.²¹ It means a hypothesis can also be stated as an empirical answer.

¹⁹ *Pedoman Penulisan Karya Ilmiah* (Pamekasan: Institut Agama Islam Negeri Madura, 2020), 17.

²⁰ Mohammad adnan Latief, "Tanya Jawab Metode Penelitian Pembelajaran Bahasa," *Malang: Penerbit Universitas Negeri Malang* (Malang: UM Press, 2010), 49.

²¹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R & D*, 96.

In line with those explanations above, the hypothesis is the investigator's statements to predict a relationship's outcome among attributes or characteristics in quantitative research.²² There are two hypotheses: null hypothesis (Ho) and alternative hypothesis (Ha).

Based on the research objective above, the researcher creates a hypothesis as follow:

1. Ho: There is no correlation between Arabic consonant sound and English consonant sound pronunciation of English department students of IAIN Madura.
2. Ha: There is a correlation between Arabic consonant sound and English consonant sound pronunciation of English department students of IAIN Madura.

In this research, the researcher uses an alternative hypothesis; namely, there is a correlation between Arabic consonant sound and English consonant sound pronunciation at English department students of IAIN Madura.

H. Definition of The Key Term

To avoid misunderstanding the difference of meaning, the writer needs to formulate the key term used in the research. The followings are the key terms of the study:

²² John W Creswell, *Educational Research : Planning, Conducting and Evaluating Quantitative and Qualitative Research*, Fourth Edi. (Boston: Pearson Education, 2012), 111.

1. Consonant

Consonant, unlike vowels, are speech sounds produced with a narrowing somewhere in the vocal tract, which is usually sufficient to prevent them from functioning as syllable nucleus (the nucleus is the "heart" of the syllable, carrying stress, loudness, and pitch information; it usually consist of a vowel).

2. Arabic consonant sound

Arabic consonant is the opposite of vowel or diphthong that is realized by obstruction. There are three ways to describe Arabic consonants: the manner of articulation, the place of articulation, and the force of articulation. The Arabic consonants are: ب, ت, د, ط, ض, ك, ق, ع, ج, ح, ص, ظ, و, ش, خ, غ, ح, ه, ف, ث, ذ, س, ز, م, ن, ل, ر, ي.

3. English consonant sound

English consonant is a speech sound that is articulated with complete or partial closure of the vocal tract. There are three ways of describing the consonant sound: a) The manner of Articulation, b) The place of articulation, c) The force of articulation. The English consonants are /p/, /b/, /t/, /d/, /k/, /g/, /tʃ/, /dʒ/, /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /h/, /m/, /n/, /ŋ/, /l/, /r/, /j/, and /w/.

4. Pronunciation

Pronunciation is the way how the words of a language are pronounced. People pronounce the words in various ways depending on where they grew up and lived.

I. Review of The Previous Study

Previous research studies are essential for the researcher because they will facilitate you in determining systematic steps for the preparation of research in terms of theories and concepts. A previous study can be used as a reference to make it easier to do fundamental research. There are five previous studies related to this research conducted by other researchers.

The first previous study had been conducted by Indika; the title was "The Contribution of Arabic Phonology to English Pronunciation".²³ The objective of the study was to know the contribution of Arabic phonology to English pronunciation which only focuses on / θ / and / ð / sounds. The method used was qualitative research because this study sought to find the meaning of a language phenomenon. The subjects were five children who could pronounce the word but never learned English. This study had several steps; they prepared twenty sentences consisting of / θ / and / ð / sounds in twenty flash cards. The sentence was going to be asked by the researcher to the subject one by one to read the sentence recorded by mobile phone, and the researcher distinguished the words that only consist of / θ / and / ð / sounds. This study had three stages of data analysis: data condensation/reduction, data display, and data conclusion. The observation showed that from 100 data from 20 words pronounced by five subjects was succeeded in pronouncing most of the words accurately. The research subjects did not have a problem in pronunciation because producing θ / and / ð / sounds, which were absent in Indonesia, can be found in Arabic.

²³ Indika, "The Contribution of Arabic Phonology to English Pronunciation.", 1-8.

The second previous study had been conducted by Gusdian; the title was "The Use of Arabic Consonant Sounds to Arrive at English Pronunciation: A Case Study on Indonesian EFL Students in Tertiary Level."²⁴ The objective of the study was to find out how Arabic consonant sounds were introduced to facilitate the Indonesian EFL students, especially in the tertiary level or university students. The method used in this study was qualitative research because it was employed a case study. It aimed to thoroughly observe, analyze and describe the case of how Arabic sounds were used in the English pronunciation classroom. The subjects were 25 students in one introductory speaking class. This study used observation to collect the data, and the instrument was a video camera. The result showed that Arabic consonants really facilitate students in their learning English pronunciation, and Arabic consonants are positively helpful for facilitating the Indonesian EFL students to learn English pronunciation.

The third previous study had been conducted by Kurniasih; the title was "The Correlation between Arabic Pronunciation and English Pronunciation Ability of The Eleventh Grade Students of MAN 1 Kebumen in The Academic Year 2016/2017".²⁵ The study's objective was to describe the correlation between Arabic pronunciation ability and English pronunciation ability of the eleventh-grade students of MAN 1 Kebumen in the academic year 2016/2017.

This study used a quantitative approach, especially a correlational design. There

²⁴ Gusdian and Lestiono, "The Use of Arabic Consonant Sounds To Arrive At English Pronunciation: A Case Study on Indonesian Efl Students in Tertiary Level.", 1-8.

²⁵ Kurniasih, "The Correlation between Student's Arabic Pronunciation Ability of Eleventh Grade Students of MAN 1 Kebuman in the Academic Year 2016/2017.", 36.

were four steps to collect data they are a) preparing research instruments, b) giving material, c) asking students to practice, and d) recording the pronunciation test. The data analysis was descriptive and inferential while analyzing the data using statistical analysis. The result of this study showed that there was a positive and significant correlation between students' Arabic and English pronunciation abilities. The 30 students proved it, and the level significance is 5%; the computation result showed that the r_{xy} value is higher than the r_{xy} table, which is $0.70 > 0.36$.

The fourth previous study had been conducted by Linniyati; the title was "The Comparison between Students Who Good in *Makharijul Huruf* and Students Who Don't Good in *Makharijul Huruf* to English Pronunciation Ability in Female Class of Tenth Grade at MA Al-Abror Blumbungan".²⁶ The study's objectives were to determine whether there was a different pronunciation between students who had excellent and lousy *makharijul huruf* and to measure the significant level between students who had excellent and lousy *makharijul huruf* to English pronunciation ability. The method used was quantitative research, especially ex post facto research. The researcher wanted to know the difference between students who studied *makharijul huruf* and students who did not study *makharijul huruf*. This study used tests and documentation to collect the data, while to analyze the data, this study used statistical method. The result showed that the t-test is -1.650 while the t-table is

²⁶ Linniyati, "The Comparison between Students Who Good in Makharijul Huruf and Students Who Don't Good in Makharijul Huruf to English Pronunciation Ability in Female Class of Tenth Grade at MA Al-Abror Blumbungan.", 38.

2.145 and 2.977. The t-test is lower than the t-table. Both of significance was 5% level or 1% level. Therefore, it can be concluded that there was no difference and significant difference between students who had good *makharijul huruf* and students who had not good in *makharijul huruf*.

The fifth previous study had been conducted by Yahya; the title was "The Influence of Arabic Sound toward English pronunciation at English Department Students of IAIN Palopo."²⁷ The objective study of this study was to describe the influence of Arabic consonant sounds on English pronunciation. The method used was descriptive qualitative research because the objective study was about describing. The instruments were reading tests, recording, and interviews. This study had steps to collect the data; they gave the students information. The result showed that if the participants had a good ability in pronouncing Arabic sounds, they could pronounce English fricative pronunciation well.

The five previous studies above help the researcher develop the Arabic and English pronunciation research. However, the research conducted here is different from the previous studies above. The researcher focuses on the correlation of accuracy pronunciation between Arabic consonant sound and English consonant sound pronunciation at English department students of IAIN Madura. The researcher's approach is quantitative, especially correlational design. The researcher wants to know whether there is a correlation between

²⁷ Yahya and Arifin, "The Influence of Arabic Sound toward English Pronunciation at English Department Students of IAIN Palopo.", 1-8.

Arabic consonant sound and English consonant sound pronunciation of English department students of IAIN Madura. Besides it, the research instrument conducted by the researcher uses tests and documentation to collect data from the two variables, which are X and Y. Lastly, the data analysis and the research location are also different from the five previous studies conducted by other researchers above.

In brief, the researcher formulates table of the differences and the similarities of previous studies to make it easier to compare them. The differences and the similarities between this research and the previous studies are presented in the table below:

Table 1.1
Table of the differences and the similarities of previous study

Researcher	Title	Similarities	Differences
• Linda Mangi Fera Indika	The Contribution of Arabic Phonology to English Pronunciation.	• Investigate the Arabic and English pronunciation.	<ul style="list-style-type: none"> • Test the pronunciation ability of respondents. • The research method was a qualitative approach. • The data analysis was data reduction, data display, and English ability.
• Rosalin Ismayoeng Gusdian	The Use of Arabic Consonant Sounds to Arrive at English Pronunciation: A Case Study on Indonesian EFL Students in Tertiary Level.	• Investigate the Arabic and English pronunciation.	<ul style="list-style-type: none"> • The research method was a qualitative approach. • The instrument was a video camera. • The data collection was observation.
• Riski Lestiono			
• Dwi Kurniasih	The Correlation	• Investigate the Arabic and	• Test the pronunciation ability of respondents.

	between Arabic Pronunciation and English Pronunciation Ability of The Eleventh Grade Students of MAN 1 Kebumen in The Academic Year 2016/2017.	English pronunciation. <ul style="list-style-type: none"> • The research is a quantitative approach in correlational research. • Measure the correlation and significance level of both variables. • The result of r_{count} is higher than r_{table}. In conclusion, there is a correlation between both variables. 	<ul style="list-style-type: none"> • The pronunciation measured was vowel and diphthong. • The data analysis was product-moment correlation because the data was interval. • The method to get a representative sample is purposive sampling.
• Linniyati	The Comparison between Students Who Good in <i>Makharijul Huruf</i> and Students Who Don't Good in <i>Makharijul Huruf</i> to English Pronunciation Ability in Female Class of Tenth Grade at MA Al-Abror Blumbungan.	<ul style="list-style-type: none"> • Investigate the Arabic and English pronunciation. • Measure the significance level of both variables. • The method was a quantitative approach. • The instruments were tests and documentation. 	<ul style="list-style-type: none"> • Test the pronunciation ability of respondents. • Measure the comparison between students who had excellent and lousy <i>makharijul huruf</i>. • The research design was ex-post facto research. • The result of t-test is lower than t-table ($-1.650 < 2.145 / 2.977$). Hence, there was no differences between students who had excellent and lousy <i>makharijul huruf</i>.
• Amalia Yahya • Muliarsi Arifin	The Influence of Arabic Sound toward English pronunciation at English Department Students of IAIN Palopo.	<ul style="list-style-type: none"> • Investigate the Arabic and English pronunciation. 	<ul style="list-style-type: none"> • Test the pronunciation ability of respondents. • The research method was descriptive qualitative. • The instruments were: a) Reading test. It consists wordlist reading test, sentence reading test, and passage reading task.

b) recording, and

c) interview.

- The data analysis was a test.
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