**THE INFLUENCE OF ARABIC LETTER**

**PRONUNCIATION MASTERY ON THE STUDENTS’ ABILITY**

**ON PRONOUNCING CONSONANT θ AND ð**

**IN THE EIGHTH GRADE STUDENTS OF MTS MA’ARIF**

**AL- HUDA KALIABU IN ACADEMIC YEAR 2012/ 2013**

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Abstract

The objective of this research are to find out whether students’ Arabic letter pronounciation mastery influence students’ ability on pronouncing consonant θ and ð. Pronunciation is the production of sounds that we use to make meaning, (Yates, 2002: 7). The mean score of students’ Arabic letter pronunciation mastery is 76.46 and and it was belongs to good category. While students’ ability on pronouncing consonant θ and ð is 77.89 and it was belongs to good category. It can be concluded that students’ Arabic letter pronounciation mastery and students’ ability on pronouncing consonant θ and ð in the same level. The result of r-counted is higher than r-table (0.961> 0.235). It mean that students’ Arabic letter pronunciation mastery influences on the students’ ability on pronouncing consonant θ and ð of the eighth grade students of Mts Ma’arif Al- Huda Kaliabu in academic year 2012/ 2013.

Keywords: *Arabic letter pronunciation and English pronunciation*

1. **Background**

According to (Yates, 2002: 7) Pronunciation is the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprassegmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language. Pronunciation is the key of oral communication. Between Arabic and English have rules to pronounce every letter. Some of the Arabic and English letters have resemblance of the rules in pronunciation, for example in pronouncing consonants [θ] and [ث], and [ð] and [ذ].

1. **Research Method**

This research is quantitative research. It was conducted MTs Ma’arif Al- Huda, Kaliabu on March 2013. Jackson (2010: 20) states population is all the people about whom a study is meant to generalize. In this research, the population is all of the students of the eighth grade of MTs Ma’arif Al- Huda, Kaliabu. It consists of 72 students. Jackson (2010: 118) states Sample is the group of people who participate in a study. In this research the resercher used saturated sampling because all of eighth grade’s students is used as a sample.

In collecting the data, the researcher used test and documentation. The researcher gave pronunciation test on pronouncing consonant θ and ð. Moreover, the documentation the researcher used *Baca Tulis Qur’an* *(BTQ)* final mark in the first semester.

In this research, the researcher used descriptive analysis and inferential analysis to analyze the data. The descriptive analysis is to describe the students’ Arabic letter pronounciation mastery and students’ ability on pronouncing consonant θ and ð. The descriptive analysis consists of the computation of mean, median, mode, standard deviation, and variance. Meanwhile, the inferential analysis consists of test of normality, regression analysis, and correlation analysis.

1. **Finding and Discussion**

The description of the data is aimed to know whether there is a significant influence between students’ Arabic letter pronunciation mastery influence on the students’ ability on pronouncing consonant θ and ð. As previously stated, the researcher gave pronunciation test on pronouncing consonant θ and ð. From the computation, the mean score of students’ Arabic letter pronunciation mastery is 77.89. Moreover, as the comparison the researcher used *Baca Tulis Qur’an* *(BTQ)* final mark in the first semester and the mean score is 76.46.

Furthermore, in the inferential analysis, the researcher computed test of normality, test of homogeneity, and test of hypothesis. Test of normality test computed by using chi-square formula. Chi square value of students’ Arabic letter pronunciation mastery is 43.556 and students’ ability on pronouncing consonant [θ] and [ð] is 32.000. is 6.08. From the result of normality test, the data is normal because ( x2) counted is higher than the ( x2) table (43.556> 24.996) and (32.000> 24.996). On the regression analysis this research shows that if the students’ of Arabic letter pronunciation mastery score increase one point, the students’ ability on pronouncing consonant [θ] and [ð] will increase 1.03 point. The computaion of analysis person’s product moment correlation shows that the correlation between the students’ Arabic letter pronunciation mastery on students’ ability on pronouncing consonant θ and ð of the eighth grade students of Mts Ma’arif Al- Huda Kaliabu in the academic year 2012/ 2013 is very high. It can be seen from r-counted> r-table (0.961> 0.235).

Based on the descriptive analysis above, the researcher concluded that students’ Arabic letter pronunciation mastery and students’ ability on pronouncing consonant θ and ð are in the same category. That is good category. If the point of the students’ Arabic letter pronunciation mastery increase, it will be followed by the increase of students’ ability on pronouncing consonant [θ] and [ð] at the rate of 1.03 points. correlation between the students’ Arabic letter pronunciation mastery on students’ ability on pronouncing consonant θ and ð is very high. It can be seen from r-counted> r-table (0.961> 0.235).

Based on the hypothesis testing, it means that Ho (Null Hypothesis) is rejected and Ha (Alternative Hypothesis) is accepted. Therefore, the hypothesis in this research (Ha) stated that “ there is a significant influence between students’ Arabic letter pronunciation mastery on the students’ ability on pronouncing consonant θ and ð of the eighth grade students of Mts Ma’arif Al- Huda Kaliabu in the academic year 2012/ 2013” is accepted.

1. **Conclusion**

Based on the research finding which has been discussed, the researcher makes the conclusions as follow:

1. The student’s Arabic letter pronunciation mastery is classified into good category. It can be seen from the mean score, that is 76.46.
2. The students’ ability on pronouncing consonant [θ] and [ð] is classified into good category. It can be seen from the mean score, that is 77.89.
3. The result shows that the r-counted > r-table (0.961> 0.235), it is mean that the alternative hypothesis states that there is a significant influence between students’ Arabic letter pronunciation mastery on the students’ ability on pronouncing consonant θ and ð of the eighth grade students of Mts Ma’arif Al- Huda Kaliabu in academic year 2012/ 2013 is accepted.

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