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THE INFLUENCE OF ARABIC SOUND TOWARD ENGLISH PRONUNCIATION AT ENGLISH DEPARTMENT STUDENTS OF IAIN PALOPO AMALIA YAHYA MULIASRI ARIFIN

ABSTRACT This thesis is aimed to find out the influence of Arabic sound toward English pronunciation especially English fricatives / f /, / ? /, and / / ? . The problem statement of this research is: Is there influence for people who master reading Qur'an in mastering English fricatives / f /, / ? /, and / / pronunciation in English ? Departement students of IAIN Palopo? The objective of this research is to find out the influence of person who masters produce Arabic sound based on makhraj huruf in mastering English fricative pronunciation in the third semester of English Departement students of IAIN Palopo. The research used descriptive qualitative.

The subject of this research was 15 students who master produce Arabic sound based on makhraj huruf. The location was in IAIN Palopo. The instruments of this research were test reading task such as: words list reading task, sentences reading task, and passage reading task. and interview. The result of data analysis showed that if the participants have a good ability in pronouncing in Arabic sound they can pronounce English fricative pronunciation well.

It means the people who masters reading Qur'an based on makhraj huruf can influence to master English pronunciation especially English fricatives / f /, / ? /, and / / ? .

Suggestions: 1. To teachers or lecturers who teach pronunciation in IAIN Palopo to suggest to their students to more active reading holy Qur'an based on makhraj huruf because it can help them for mastering English Pronunciation especially English fricatives /f, ?, and / ? . 2.

The researcher suggests for the next research to find out the same sounds in Arabic and

English which are not found in this research because it is very helpful for the students to mastering English pronunciation. Introduction Language is very important means in this life. It is one of means to express our idea about something. In modern's era, English becomes important because if people talk about international relation, such as in education, business, health, social, economic, and politic, they have to master in it. English has a special position here since it has become the international Language of communication<sup>1</sup>.

If we want to be easy to know about international issues, we have to master in English. English has become a second language in some other countries such as Malaysia, Singapore and India, but English is only a foreign language in Indonesia. As foreign language, English becomes something important to learn. For many people, English is a necessity for answering era's challenge.

It is proven by many course places which have existed from rural area to big city and they have many participants, either academician or non-academician. English has many skills to learn such as speaking, writing, listening, and reading. Especially in speaking skill, it is not enough to speak accurately and fluently. A good pronunciation is another important thing that we have to master about.

Many words in English have quite similar sound in pronunciation for example thing and think. If such thing happens, the intention of the speaker will not reach the listener. In other word, misunderstanding happens. Sometimes, we are confused to differentiate them in sound. However, we need a good knowledge in pronunciation to understand the difference between them.

Indonesian people are majority Moslem. They have learnt how to read Alquran well when they were young. Most of them have already studied how to read Qur'an well between 3-10 years old. Moslem children in every young age have already master how to pronounce the Arabic sound fluently. Every single day life.

It means that when they become adult the Arabic sound will be kept in their mind. English and Arabic have some similar sounds in pronouncing the letters, for example / ? / and ? / / , and ? ? / / ,f / and ? and / d / and ? . 1 Jeremy Harmer. The Practice of Language Teaching New Edition. (Longman group UK limited 1991),p.1. There are many studies show bilingual children learn language easily.

Bilingual people are also more able to learn the third language. In fact, languages strengthen one another. Making it a better means to strengthen the ability to learn other languages and improve the cognitive function.<sup>2</sup> Based on the previous

statements, the researcher has the initiative to write a thesis with the title "The Influence Arabic Sound toward English Pronunciation in English Department Students of IAIN Palopo" A. The Concept of Arabic and English Pronunciation 1.

Arabic Pronunciation (Makhraj) Tajweed is study about how to read Al-qur'an and teach about how to pronounce a word, sentence and refers to study of speech sound.<sup>3</sup>

Tajweed (Arabic: ?????? tajwid, meaning "elocution"), sometimes rendered as tajweed, refers to the rules governing pronunciation during recitation of the Qur'an. The term is derived from the trilateral root j-w-d meaning "to make well, make better, improve".

Tajweed is a fard (religious duty) when reciting the Qur'an to the best of one's ability. So that if we want to master in reading holly Qur'an the first we have to master in tajweed. There are 17 emission points (makharij al-ʾuruf) of the letters, located in various regions of the throat, tongue, lips, nose, and the mouth as a whole for the prolonged (mudd) letters. The manner of articulation (ʾifat al-ʾuruf) refers to the different attributes of the letters.

Some of the characteristics have opposites, while Lifestyle Allwomentalk, <http://www.indotopinfo.com/menguasai-banyak-bahasa.htm>. accessed on 22 August 2015 3 M. Dahlan Yaqub Al Barry. Kamus Ilmiah Populer (Cet:1 Surabaya :1994), p.773 some are individual. An example of a characteristic would be the fricative consonant sound called ʾafir, which is an attribute of air escaping from a tube.

The researcher tries to make conclusion that Tajweed is one of branches how to pronounce the Arabic words correctly. 2. English Pronunciation Pronunciation is way in which a language or particular word or sound is spoken<sup>4</sup>. Based on Richards that pronunciation is an important as an aspect of discourse oriented language teaching and that three areas or components, should be addressed : segmental features or phoneme-based, voice-setting features prosodic (intonation) features.<sup>5</sup>

And become problem if we speak in English but we can speak like the native speaker. Study about pronunciation is two fields, namely phonetic and phonology. Phonetic refers to the study of speech sound. Phonetics is a wide-ranging field, and does not necessarily have a direct connection with the study of language itself.<sup>6</sup> a. Phonology Phonology, broadly speaking is that sub discipline within linguistics concerned with 'the sounds of language'.

More narrowly, phonology proper is concerned with the function, behavior and organization of sounds as linguistic items; as opposed to phonetics which is a rather more 'neutral' study of the sounds themselves as phenomena in the physical world, and

the physiological, anatomical, neurological and psychological properties of the human beings that make them. Phonology that is, is 'linguistic', in the sense that syntax.<sup>7</sup>

4 Oxford University Press, "Oxford Learner's Pocket Dictionary" New Edition, (New York, 2004), p.343. 5 Michael McCarthy. *Discourse Analysis For Language Teacher*, (Cambridge University Press : 1991), p.90. 6 Gerald Kelly. In Jeremy Harmer(Ed), *How to teach Pronunciation*, (fourth Impression:Longman,2003),p.9. 7 Roger Lass. *Phonology (An Introduction to Basic Concepts)*, (Cambridge University: 1984),p.1.

According to Crystal that phonology is branch of linguistic which studies the sound system of language. The aim of phonology is to demonstrate the patterns of distinctive sound found in a language, and to make general statements as possible about the nature of sound system in the languages of the world. b.

Phonetic Phonetics is the science which studies the characteristic of human sound making, especially those sound used in speech, and provides methods for their description, classification. There branch of the subject are generally recognized : 1). Articulator phonetic is the study of the way speech sound are made (articulated) by the vocal organs. 2).

Acoustic phonetic studies the physical properties of speech sound, as transmitted between mouth and ear. 3). Auditory phonetics studies the perceptual response to speech sound, as mediated by ear, auditory and brain.<sup>8</sup> c. Phonemes According to David Crystal that phonemes is the minimal unit in the sound system of language.

In other hand are the smallest segments of sound than can be distinguish by their contrast within words that grouped together phonemes are unit sounds that exist in all language we know whether or not they have been written.<sup>9</sup> Further, phonemes are the abstract unit that from writing Devon the language systematically and unambiguously.<sup>10</sup> The phoneme is the minimal unit in the sound system of language have own phonem unit. But not two languages have same phonemic system.

The idea of phoneme is some what abstract. It means that every words we use in every day <sup>8</sup> David Crystal, *A Dictionary Of Linguistic and Phonetics*,(Basil Blackwell:1987),p230. <sup>9</sup> Amalia Yahya, op. cit.,p.13 <sup>10</sup> Lade Foged Peter, *A Source in Phonetic*, (University of California: 1983),p.24. conversation is abstract and we called phoneme. The function of phoneme is to avoid a mistake in pronouncing word, because there are two phonemes can be produced in same sound.<sup>11</sup> E.

English Consonant From the following table we can see English consonant. Table 2.1

English consonant place of articulation manner of articulation Bilabial Labiodental Dental Alveolar Palatoalveolar Palatal Velar Nasal (stop) M n ? Stop p b t d k ? Fricative f v ? d s z ? ? (central) Approximant ? J w Lateral (approximant) l Source of data: Peter Ladefoged.

In this consonant table, there are two consonant sounds. They are voiceless and voiced. The voiceless is in the left side and the voiced is in the right side. 1. Places of articulation a. Bilabial (Made with two lips.) say words such as "pie, buy, my" and note how the lips come together for the first sound in each of these words. b. Labiodental (Lower lip and upper front teeth.)

most people when saying words such as "fie, vie" raise the lower lip until it nearly touches the upper front teeth. c. Dental 11 Eka Wati Abbas, The Ability of Buginese Toward Students English Pronunciation at The Eight Year Students of M.Ts. Nurul Junaidiyah Burau (An Interlanguage Phonological Point of View), (STAIN Palopo: 2008), p.7. (Tongue tip or blade and upper front teeth.)

say the words "thigh, thy." Some people have the tip of the tongue below the upper front teeth; other have it close behind the upper front teeth. d. Alveolar (Tongue tip or blade and the alveolar ridge.) you may pronounce words such as "tie, die, night, sigh, zeal, lie" using tip of the tongue or blade of the tongue.

A good way to appreciate the difference between dental and alveolar sounds is to say "ten" and "tenth" (or "n" and "nth"). e. Retroflex (Tip of the tongue and the back of the alveolar ridge). Many speakers of English do not use retroflex sounds at all. But for some, retroflex sounds occur initially in words such as "rye, row, ray." Note the position of the tip of your tongue in these words. f.

Palato-Alveolar (Tongue blade and the back of the alveolar ridge.) say words such as "shy, she, show." During the consonants the tip of your tongue may be down behind the lower front teeth, or it may up near the alveolar ridge, but the blade of tongue is always close to the back part of the alveolar ridge. g. Palatal (Front of tongue and hard palate).

Say the word "you" very slowly so that you can isolate the consonant at the beginning. If you say this consonant by itself you should be able to feel that the front of the tongue is raised toward the hard palate. h. Velar (Back of the tongue and soft palate).

The consonant that have the farthest back place of articulation in English are those that occur at the end of "hack, hag, hang." In all these sounds the back of tongue is raised so that it touches the velum. 12 2. Manner of articulation Manner of articulation is the air

stream from the mouth, is modified (blocked, restricted, diverted, etc).

provide a means of classifying consonant. Based on definition of 12 Peter Ladefoged, op. cit., p.7. **manner of articulation** it **the type of the closure of narrowing at the point of articulation** it divide in to five types. At most **places of articulation** there are several basic ways in which articulation can be accomplished.

The articulators may complete **close off the oral tract for an instant or a relatively long period**, they may narrow the space considerably, or they may simply modify the shape of the tract by approaching each other.s a. **Stop** (Complete closure of the articulators involved so that the airstream cannot escape through the mouth). There are two possible types of stop. b.

**Nasal stop** If the air is stop in the oral cavity but the soft palate is down so that it can go out through the nose; the sound produced is a nasal stop. Sounds of this kind occur at the beginning of the words "my" (bilabial closure) and "nigh" (alveolar closure). c. **Oral stop** If in addition to the articulator closure in the mouth, the soft palate is raised so that the nasal tract is blocked off, then the airstream will be completely obstructed. Pressure I the mouth will build up and an oral stop will be formed.

When the articulators come apart the airstream will be released in a small burst of sound. This kind of sound occurs in the consonants in the words "pie, buy" (bilabial closure), "tie, dye" (alveolar closure), and "kye, guy" (velar closure). d. **Fricatives** (Close approximation of two articulators so that the airstream is partially obstructed and turbulent airflow is produced).

The mechanism involved in makin these slightly hissing sounds be likened to that involved when the wind whistles around a corner. The consonants in "fie, vie" (labiodentals) "thigh, thy" (dental), "sigh, zoo" (alveolar), and "shy" (palatealveolar) are examples of fricative sounds. e. **Approximant** (An articulation in which one articulator is close to another, but without the vocal tract being narrowed to such an extent that a turbulent airstream is produced). In saying the first sound in "yacht" the front of the tongue is close enough for a fricative sound to produced.

The consonant in the word "we" (approximation between the lips and in velar region) and, for some people in the word "row" (approximation in the alveolar region). f. **Lateral (Approximant)** (Obstruction of airstream at point the center of the oral tract, with incomplete closure between one or both sides of the tongue and the roof of the mouth). The consonant in the words "lay" and "ale" are usually alveolar lateral approximants.



In English, the only lateral sounds are approximants such as these. They are often called simply alveolar laterals, their approximant status being assumed. Say "lay" and "ale" and note tongue position.<sup>13</sup> F. Arabic Consonant Some phonetic Ulama said that Arabic is **consisted of 28** consonants, the others said it is consisted of 26 consonants.

Ulama that who said 28 consonants, categorized semi vocal ( ʔ ʕ ( - in consonant, whereas the others did not categorize it in consonant.<sup>14</sup> 28 consonants in Arabic can be seen in following table: Table 2.2 Arabic consonant Makhraj Bilabi al Labio dental Dental Alveo lar Palato Alveo lar Palata l Vela r Uvu lar Fari gal Glotta l Stop BA ʔ TA ʔ DA ʔ TA ʔ DA ʔ KA ʔ GA ʔ QA F ʔ A ʔ Affricative JA ʔ Fricative FA ʔ TSA ʔ DZA ʔ SA ʔ ZA ʔ Sa ʔ DZO ʔ SYA ʔ KH A ʔ ʔ A ʔ HA ʔ ʔ HA ʔ Nasal MA ʔ NA ʔ Liquid Literal LA ʔ RA ʔ

<sup>13</sup>Peter Ladefoged, op. cit., p.10 <sup>14</sup>Ahmad Sayuti Anshari Nasution, Bunyi Bahasa (Ilm Al-Ashwat Al-'Arabiyyah), 2010, p.93 Glide WA ʔ YA ʔ Source data: Al-Qur'an al-Karim G.

Similarities **of English and Arabic** Sound From these pictures we can **find out the** similarities of Arabic and English, especially in fricatives: Arabic fricatives picture: English fricatives picture: a. Voiceless labiodentals fricative / f / b. Voiceless dental fricative / ʔ / and its voiced cognate / d / c. **Voiced alveolar fricatives** / z / d. **Voiceless alveopalatal fricative** / s / H. English Fricatives and Arabic Fricatives 1.

English fricatives According to MacKay (1987), **based on the place of articulation**, English fricatives **are divided into** five types, they are labiodentals fricatives, dental or interdental fricatives, alveolar fricatives, alveopalatal fricatives, and glottal fricatives. **Based on the manner of articulation** they **are divided into** two, i.e. voiced and voiceless. But the researcher just take **based on the** purpose of researcher.

So that, researcher just explain about: 1. Labio-dental fricatives English has **a pair of** Labio-dental fricatives. **This means that** the small passage through which the **air** must pass is formed with **the teeth and the lip**. **The upper teeth and the lower lip** are used in English and in other languages that have labiodentals.

The **voiceless labiodental fricative** is /f/, and its voiced cognate is /v/. The followings are some examples of labio-dental fricatives in English. /f/ funny / fʔn? / /f/ safe / seif / /v/ save / seiv / /v/ invest /in'vest/. a. Dental fricatives **In English, there are two fricative sounds produced with the tongue and teeth**. **The tongue is placed** between **the upper teeth** and lower teeth.

The **voiceless variant** occurs in the words "thin", "thought", "either" and "both" **it is** transcribed with the greek letter / ʔ /. **The voiced variant** occurs in the words "the", "this"

and "either". It is transcribed with the symbol / θ / and / d θ /. The followings are some examples of interdental: / θ / thin / θ n / / θ / thick / θ k / / d θ / they / d θ / father / f a: d θ / b.

Palato alveolar The palato alveolar fricatives are articulated by bringing the blade of the tongue close to the part of the roof of mouth. The voiceless alveopalatal fricative is usually spelled sh, in English, has symbol / ʃ /. The followings are examples of palato alveolar fricatives are: / ʃ / sharp / ʃ a:p / / ʃ / short / θ t / / ʃ / shy / ʃ ai / / ʃ / show / ʃ ou / Table 2.3

English fricatives Place of articulation Labiodentals Dental Alveolar Alveopalatal Glottal Voiceless F T S θ H Voiced V Z ʒ 1. Arabic Fricatives Arabic fricatives are divided into four types based on place of articulation: a. As-safatain, in English called labio-dental means two lips, this sound using the lower lip and upper teeth example / f / it is transcribed with the Arabic letter ( ف ) ( the followings are some examples of as-safatain fricatives in Arabic: ( ف ( f ) farra:ʔun ) servant mouth ) famun ( ف ( f ) ( ʔ ( ʔ ) fi'lun ) elephant ( ف ( f ) ( ʔ ( ʔ ) finja:n ) cup b. Al-lisan, in English called dental fricative means tongue. This sound is produced with the tongue placed behind teeth.

The voiceless is transcribed with the Arabic letter ( س ) ( and the voiced is transcribed with the Arabic letter ( ز ) ( the followings are some examples of voiceless dental fricatives and voiced dental fricatives: ( س ) Phoneme ( س ( s ) ʔa'labun ) fox ( س ( s ) ʔaq'bun ) hole ( ز ( z ) ( ʔ ( ʔ ) ʔa:niatun ) second ( ز ( z ) Phoneme that) dzalika ( ز ( z ) ( ʔ ( ʔ ) dzu'ba:batun ) fly this ) hadzihi ( ز ( z ) ( ʔ ( ʔ ) c.

Al-lisan in English called Alveolar means tongue still called Al-lisan because it is produced by using the tongue. This sound is produced with the blade of the tongue close to Alveolar ridge and the tongue tip against the lower teeth. The voiceless is transcribed with the letter ( ʃ ) ( and the voiced is transcribed with the Arabic letter ( ʒ ) ( the followings are examples of voiceless alveolar fricatives: ( ʃ ) Letter fish) samakun ( ʃ ( ʃ ) ( ʃ ( ʃ ) safi:run) ambassador ( ʃ ( ʃ ) sari:run) bed ( ʃ ) Letter ( ʃ ( ʃ ) zawa:jun ) wedding flower ) zahraturun ( ʃ ( ʃ ) wife ) zaujun ( ʃ ( ʃ ) d. Al-lisan or in English called palato-alveolar means tongue. Its sound produced by the tongue.

This sound produced with the blade (or tip) of the tongue is used just behind the alveolar ridge, example / ʃ /, it is transcribed with the Arabic letter ( ʃ ). ( The followings are some examples of voiceless palato alveolar in Arabic: brush ) fursyatun ( ʃ ( ʃ ) ( ʃ ( ʃ ) fara:syatun ) butterfly lip) syafatun ( ʃ ( ʃ ) Table 2.4 Arabic fricatives Place of articulation As-safatain Al-lisan Al-lisan Al-lisan Voiceless f = ʃ = ʃ s = ʃ = ʃ Voiced d = ʒ = ʒ l.



Language Transfer 15 Maria Ulfa, op.cit., p.24. When first language habits are helpful to acquiring second language habits called positive transfer and when the first language hinders the learner in learning the new one, it is called negative transfer or in most common terminology called interference.

Interference can cause deviation from the norms of target language because of learning a new language.<sup>16</sup> However, that language interference is most often discussed as a source of errors known as negative transfer. Negative transfer occurs when speakers and writers transfer items and structures that are not the same in both languages.

Within the theory of contrastive analysis (the systematic study of a pair of languages with a view to identifying their structural differences and similarities), the greater the differences between the two languages, the more negative transfer can be expected condition needed. According to Wikipedia Language transfer (also known as L1 interference, linguistic interference, and crosslinguistic influence) refers to speakers or writers applying knowledge from one language to another language.

It is the transfer of linguistic features between languages in the speech repertoire of a bilingual or multilingual individual, whether from first to second, second to first or many other relationships. It is most commonly discussed in the context of English language learning and teaching, but it can occur in any situation when someone does not have a native-level command of a language, as when translating into a second language.

#### METHOD OF THE RESEARCH A.

Method of the Research This research applied descriptive qualitative research. It used to describe the influence of Arabic sound toward English pronunciation. Descriptive is kind of research to describe systematically the situation<sup>16</sup> Ria Warda, et.al., op. Cit., p.25. and facts of a given population factually and accurately. According to Bogdan and Biklen (1982), qualitative research has characteristics: 1.

Qualitative research has the natural setting as the direct source of data and researcher is the key instrument. 2. Qualitative research is descriptive. The data collected is in the form of words or pictures rather than number. 3. Qualitative research is concerned with process rather than simply with outcomes or products. 4. Qualitative research tends to analyze their data inductively. 5.

"meaning" is of essential to the qualitative approach.<sup>17</sup> Design conceptual this research can be described as follows: Where: X = Arabic sound Y = English pronunciation = Influence variable X to variable Y B. Location of The Research Location

of the research was in IAIN Palopo. C.

Subject of Research Subject of this research is the third semester English department students who master in pronouncing the Arabic sound fluently, they are 15 participants. D. Instrument of the Research This research used 3 instruments they are: 1. Reading test, reading test is the reading, which contains the sounds of certain fricatives. They are words list, sentences and passages. a. Words list reading task This text contains of English fricatives (f, ?, and ?) b.

Sentence reading task The sentence reading task is created based on the word list. All of the words list is also found in sentence of reading task. c. Passage reading task The passage reading contains words with the English fricatives 2. Recording. 17 Sugiono. Memahami Penelitian Kualitatif (Bandung: Alfabeta, 2014), p. X Y Recording that used to record the student's sound production. 3. Interview. There are 3 kinds of interview.

They are structured interview, semistructure interview and unstructured interview<sup>18</sup>. In this research the researcher applied structured interview. E. Procedure of Collecting Data In technique collecting data, the researcher recorded the participant's production by using Sony micro cassette recorder. The researcher following some steps below: 1. Giving information to the students about the similarity in pronouncing Arabic and English fricatives. 2.

The researcher gave the students word list task, sentences task and passage task in English consisting of / f /, / ? /, and / ? /, and Arabic (? and , ? , ?) consisting 3. The researcher gave the students opportunity to read the task. 4. The researcher called the students one by one to read the task while recorded how to pronoun the task by using tape record.

The researcher asked them to read out loudly words list as given in the first time and then second give sentence and then the last time the researcher give passage task. 5. Interview one by one the participants. F. Technique of Data Analysis 1. Test The data of this research analyzed as follow: a. Transcribing the recording result of students' sound production in pronouncing Arabic sound and English fricatives /f, ?, and / ? . b.

Participants' score of pronouncing test is counted by using the formula, as follow: Score = Total correct answer Total test items X 10 c. To analyzed the distribution frequency of students the researcher used percentage below:  $P = \frac{Fq}{N} \times 100\%$ <sup>19</sup> Where: P= The percentage <sup>18</sup>ibid, p.73 Fq= Frequency N= Number of item. . Based on the tables word list, sentence and passage reading task most of the participants can pronounce this target sound well.

It is indicated by the frequency of the occurrence of the target sound which higher its variations. The highest frequency of the variations occur in passage and sentence reading task (5.3%). The highest frequency of the target sound occur in word list reading task (100%) followed by passage and sentence reading task (94.7%).

There are some variations occur in this sound, they are substitution of /s/, word like fish /fl? / becomes /fis/, wish /wi? / becomes /wis/, mention / 'men. t ? ? n /becomes / mension /, share /?er/ becomes /ser/. The overall sound transcription of this target sound and its variation can be seen in appendix. A. Discussion This section is set to discuss the variation that is found in this research based on task of target language. 1.

Description of Participants' Arabic Ability Table 4.25 the percentage participants' ability in producing the target sound in Arabic Participant Percentage (%) average Word List Sentence Passage 19Suharsimi Arikunto, Prosedur Penelitian, (Jakarta: PT.Rineka Cipta,1992),p.185

Participant	Word List	Sentence	Passage
1	100	100	100
2	100	100	100
3	100	100	100
4	100	100	100
5	100	93,33	97,78
6	100	100	100
7	100	100	100
8	100	100	100
9	100	100	100
10	100	100	100
11	93,33	100	97,78
12	100	100	100
13	100	100	100
14	100	100	100
15	100	100	100

Based on the table above, we can conclude that All of the participants have a good ability in producing Arabic sounds. Most of them got average 100, except participant number 5 got 97.78 and the participant number 11 got 97.78. 2. Description of Participants' English Ability Table 4.26 The Percentage of the Participants' Ability in Producing The Target Sounds in English Participant Percentage (%) Average Word List Sentence Passage

Participant	Word List	Sentence	Passage
1	100	100	100
2	100	100	100
3	100	100	100
4	100	93,33	93,33
5	100	93,33	95,56
6	100	93,33	97,78
7	100	93,33	97,78
8	100	86,67	88,89
9	93,33	93,33	93,33
10	100	93,33	93,33
11	100	93,33	95,56
12	93,33	73,33	73,33
13	86,67	93,33	93,33
14	100	93,33	97,78
15	100	93,33	97,78

Based on the table above, most of the participants got high percentage in word list, after that followed by passage and the last sentence reading task.

It describes that the participants' ability in English pronunciation is good. 3. The influence of Arabic Sound Toward English Pronunciation Table 4. 27 Comparison of Average between Arabic Ability and English Ability in Producing the Target Sound Participant Average Arab Average English

Participant	Average Arab	Average English
1	100	100
2	100	100
3	100	100
4	100	96
5	97,78	98
6	100	98
7	100	98
8	100	89
9	100	93
10	100	96
11	97,78	98
12	100	80
13	100	91
14	100	98
15	100	98

The table above is the test result of the participants' in pronouncing the Arabic sound and English fricatives pronunciation.

It clearly explain if the participants have a good ability in pronouncing in Arabic sound

they can pronounce English fricative pronunciation well. The participants' ability in producing Arabic sound is good because based on the result of interview that is done by the researcher before testing, they started learning Qur'an since they were 5-6 years old. In addition, their teacher taught them about makhraj huruf clearly.

They also applied it by reading Qur'an after praying every day specially after magrib prayer and shubuh prayer. The participants admit that their ability in pronouncing Arabic sound can help them in pronouncing English fricative pronunciation. It means there is influence Arabic sound toward English Pronunciation especially in fricative. A.

Conclusion After analyzing the data, the researcher found that.

if the participants have a good ability in pronouncing in Arabic sound they can pronounce English fricative pronunciation well. It means people who master reading Qur'an fluently (based on makhraj huruf) can also produce English fricatives /f/, /θ/, and /ʃ/ fluently. ?  
B. Suggestion Based on the conclusion above, the researcher would like to put forward suggestion as follows: 1.

To teachers or lecturers who teach pronunciation in IAIN Palopo to suggest to their students to more active reading holy Qur'an according to tajweed because it can help them for mastering English Pronunciation especially English fricatives /f/, /θ/, and /ʃ/.  
2. The researcher suggests for the next research to find out the same sounds in Arabic and English which are not found in this research because it is very helpful for the students to mastering English pronunciation. BIBLIOGRAPHY Al-Qur'anul Karim Abbas, Eka Wati.

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