THE CONTRIBUTION OF ARABIC PHONOLOGY TO ENGLISH PRONUNCIATION

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Abstrak

Tidak adanya dua bunyi bahasa Inggris, /θ/ dan /ð/ dalam Bahasa Indonesia yang dapat ditemukan dalam bahasa Arab dapat membuat orang Indonesia lebih mudah mengucapkan bahasa Inggris. Penelitian ini menyelidiki lima anak berusia 9-10 tahun yang mampu melafalkan bahasa Arab *(makhorijul huruf)* tetapi tidak pernah belajar bahasa Inggris di lembaga kursus atau bimbingan belajar mana pun. Karena penelitian ini berupaya menemukan makna suatu fenomena bahasa, metode kualitatif pun digunakan. Metode kualitatif digunakan untuk mengeksplorasi dan memahami makna individu atau kelompok yang berkaitan dengan masalah sosial atau manusia dan menguraikan konten selama tes yang diberikan. Hasil penelitian menunjukkan bahwa dari 100 data yang berasal dari 20 kata yang diucapkan oleh 5 subjek, subjek penelitian sebagian besar berhasil melafalkan kata-kata secara akurat. Subjek penelitian ini berhasil dalam pelafalan karena pengucapan bunyi /θ/ dan /ð/ yang tidak ada dalam Bahasa Indonesia dapat ditemukan dalam bahasa Arab. Semua subjek yang berhasil melafalkan bunyi adalah karena mereka mendapatkan transfer bahasa positif dari bahasa Arab.

Kata kunci: Fonologi, Bahasa Inggris, Bahasa Indonesia, Arab.

Abstract

The absence of two English sounds, /θ/ and /ð/ in Bahasa Indonesia that can be found in Arabic may lead Indonesian people easier to pronounce English. This research investigates five children aged 9-10 years who are able to pronounce Arabic (makhorijul huruf) but never learn English at any course or tutoring agency. Since this study seeks to find the meaning of a language phenomenon, qualitative method is used. Qualitative method is used for exploring and understanding the meaning of individual or groups ascribe to social or human problem and elaborate into content during the given test. The result shows that from 100 data which come from 20 words pronounced by 5 subjects, the subjects of the research are mostly succeded in pronuncing the words accurately. The subjects of the research are succeded in pronunciation because producing /θ/ and /ð/ sounds which are absent in Bahasa Indonesia can be found in Arabi.. All the subjects are succeeded in pronouncing the sounds is because they get positive language transfer from Arabic.

Keywords: Phonology, English, Bahasa Indonesia, Arabic.

INTRODUCTION

Indonesian people have learned English from elementary school until university, but most of them still get difficulties in pronouncing English words (Kenworthy: 1987) argues that there are at least six factors that influence the process of learning pronunciation, those are: mother tongue, age, personality, motivation and exposure phonetic ability. The problem while pronouncing English happens when the people have to say or imitate some words in English that the sounds are not found in their mother tongue.

According to language transfer theory, the learner's mother tongue will give effect to pronounce foreign language with positive or negative effect. Language transfer is the result of the influence of similarities and differencess of the target language from other language. There are two kind of language transfer,

positive transfer and negative transfer. (Odlin, 1989, p. 27). English pronunciation are hard for Indonesian students because of the mother tongue interference.

People will tend to pronounce the sound according to their mother tongue and language background due to the absence of some English consonants in Bahasa Indonesia. A research about the comparison and similarities between English and Bahasa Indonesia has been conducted by Umantari (2016). She find out that one of the problems which triggers Indonesian fail to communicate in English fluently is because of the absence of some English consonants in Bahasa Indonesia. /ʒ/, /ð/, and /θ/ are some sounds in English that cannot be found in Bahasa Indonesia. The result shows that 20 subjects are failed to pronounce /ð/, and /θ/ sounds because those sounds are absent and exerted in phonological sound and writing system of Bahasa Indonesia. Moreover, the subjects are inclined to pronounce them as /d/, /t/ and /s/. It makes students hardly pronounce several English sounds because the mother tongue does not have those sounds. Table 1 shows the sample of pronunciation produced by the subject of the research.

Table 1. Data of Absence Consonants in Bahasa Indonesia

Consonants	Word	Correct Pronunciation	Subjects Pronunciation
/ʒ/	Measure	/miːʒə(r)/	/miːzə(r)/
/ð/	The	/ðə/, /ðɪ/, /ðiː/	/də/
/θ/	Thank	/θaŋk/	/taŋk/

Based on the researchers's initial observations, there is a linguistics phenomenon occuring in children aged 9-10 years where they cannot pronounce English as accurately as possible. In this initial observation, there are some English sounds which tend to be pronounced incorrectly by the children such as /ð/, and /θ/ sounds which are indeed not found in Bahasa Indonesia . On the other hand, sounds that are difficult to pronounced by children can be found in Arabic. Those children aged 9-10 years apart from actively learning English at school are also actively studying Arabic phonology (*makhorijul huruf*) in their neighborhood. The role of Arabic rather than Bahasa Indonesia will play an important role for Indonesian children in pronouncing English sound.

Research about Arabic and English has been done by several researchers. However, the one that concerns to the contribution of Arabic towards English is still rare. The absence of two English sounds, /θ/ and /ð/ in Bahasa Indonesia that can be found in Arabic language may lead Indonesian children easier to pronounce English. This is the reason why the researcher is interested to investigate the contribution of Arabic and English children in which

only focus on /θ/ and /ð/ sounds and careful pronunciation.

METHOD

Since this study seeks to find the meaning of a language phenomenon, qualitative method is used. Qualitative method is used for exploring and understanding the meaning of individual or groups ascribe to social or human problem and elaborate into content during the given test. Denzin and Lincoln (1994) state that qualitative research focuses on two methods, concerns on interpretive and uses naturalistic approach to its subject. Qualitative method is type of research whose findings are not obtained through statistical procedures or other forms of calculation. This research tries to understand and interpret the meaning of an event of human behavior interactions in certain situations according to the perspective of the researcher herself. Qualitative methods are based more on the phenomenological nature that prioritizes appreciation.

The subjects of this research are 5 children who are able to pronounce Arabic words but never learn English at any course or follow any English pronunciation treatment. In order to gain the data, all the subjects must read twenty list of sentences that consist of /θ/ and /ð/ sounds one by one. The sentences that given to the subjects are common words that usually known by the children around 9-10 years old. Since the age of the subjects are still between 9-10 years old they still do not have the knowledge to read English word well or have wrong language background, therefore the researcher gives once guidance on how to read it. The researcher shows that /ð/ sound is similar with ذ in Arabic and /θ/ sound is similar with ث in Arabic. The assessed pronunciation is the first pronunciation that produced by the subjects so the subjects cannot justify if there is a mistake during pronunciation. Their pronunciation is recorded by using mobile phone. The subjects's pronunciation recording is used as the source of the data. Meanwhile, the data are taken from the result of subjects's pronunciation which focuses only on /θ/ and /ð/ sounds.

There are several steps to collect the data. First, preparing twenty sentences that consist of /θ/ and /ð/ sounds in twenty flash cards. These sentences are written one by one to make the subject easier to understand each sentence. Second, the researcher asks the subjects one by one to read the sentences given. The subject's utterances are recorded by using mobile phone. After that, the researcher distinguish the words that only consist of /θ/ and /ð/ sounds. Finally, every phonetics transcription that consist of /θ/ and /ð/ sounds is compared to Standard English.

The researcher used data analysis proposed by Miles, Huberman and Saldaña (2014) who stated three stages to analyse the data; data condensation, data display, conclusion.

1) Data Reduction

The first step to analyze the data are by using data reduction. Data reduction is the process of reducing and discarding unneeded data of qualitative research (Miles and Huberman, 1994). Befor reduce the unneeded data, the first thing that the researcher do is transcribing the data. Here, the data are trancribed into phonetic transcription. The illustration for transcribing data are in table 3.3.

Table 2 Example of transcribing the data

Original Data	Transcribing Data
Father buys a new doll	/fɑ:ðə(r)/ /baɪs/ /ə/ /nju:/ /dɑ:l/
I love my mother	/aɪ/ /lʌv/ /maɪ/ /mʌðə(r)/
She thanks to me	/ʃi/ /θæŋk/ /tə/ /mi/

The next step is identifying the data. All the data that have transcribe into phonetic transcription are identify and match by using Oxford Online Dictionary. The illustration for identifying the data are in table 3.4.

Table 3 Example of Identifying data

Original Data	Transcribing Data	Subjects Utterance
Father buys a new doll	/fɑ:ðə(r)/ /baɪs/ /ə/ /nju:/ /dɑ:l/	/fɑ:ðə(r)/ /baɪs/ /ə/ /nju:/ /dol/
I love my mother	/aɪ/ /lʌv/ /maɪ/ /mʌðə(r)/	/aɪ/ /lof/ /maɪ/ /mʌdə(r)/
She thanks to me	/ʃi/ /θæŋk/ /tə/ /mi/	/ʃi/ /θæŋks/ /tu/ /mi/

All the words that have /θ/ and /ð/ sounds are taken as the data to be analyzed. Therefore, the other sound except /θ/ and /ð/ sounds are ommitted. The illustration for data reduction is in table 3.5.

Table 4 Example of Data Reduction

Original Data	Subjects Utterance	Data Reduction	Note
Father buys a new doll	/fɑ:ðə(r)/ /baɪs/ /ə/ /nju:/ /dol/	/fɑ:ðə(r)/	/ð/ pronounced correctly
I love my mother	/aɪ/ /lof/ /maɪ/ /mʌdə(r)/	/modə(r)/	/ð/ pronounced as /**d**/
She thanks to me	/ʃi/ /θæŋks/ /tu/ /mi/	/θæŋks/	/θ/ pronounced correctly

2). Data Display

There are few ways to display the data. It can be in the form of matrix, graphic, network, table or chart. (Miles, Huberman, & S. (2014) This research uses table to answer the research question that elaborated later in Chapter 4. All the data displayed is in the form of table.

Table 5 Example of data display

Orthography	Phonemic Transcription		Note
	Standard	Subjects 1	
Father	/fɑ:ðə(r)/	/fɑ:ðə/	Correctly pronounced
Mother	/mʌðə(r)/	/modə(r)/	/ð/ pronounced as /**d**/
Brother	/brʌðə(r)/	/brɔðə(r)/	Correctly pronounced

FINDINGS AND DISCUSSION

a. Subject 1

Table 6 Here is the data of the first subjects in pronuncing English related to careful pronunciation in which focusing on /θ/ and /ð/ sounds

Table 6 English pronunciation by subject 1

Orthography	Phonemic Transcription		Note
	Standard	Subjects 1	
Father	/fɑ:ðə(r)/	/fɑ:ðə/	Correctly pronounced
Mother	/mʌðə(r)/	/mʌðə(r)/	Correctly pronounced
Brother	/brʌðə(r)/	/brʌðə(r)/	Correctly pronounced
Gather	/geðə(r)/	/geðə(r)/	Correctly pronounced
With	/wɪð/	/wɪð/	Correctly pronounced
Smooth	/smu:ð/	/smu:ð/	Correctly pronounced
Than	/ðæn/	/ðæn/	Correctly pronounced
They	/ðeɪ/	/ðeɪ/	Correctly pronounced
That	/ðat/	/ðat/	Correctly pronounced
This	/ði:z/	/ði:z/	Correctly pronounced
Three	/θri:/	/θri:/	Correctly pronounced
Theme	/θi:m/	/θi:m/	Correctly pronounced
Theatre	/θɪətə/	/θɪtə(r)/	Correctly pronounced
Thing	/θɪŋ/	/tɪŋ/	/θ/ pronounced as /t/
Thanks	/θaŋks/	/taŋks/	/θ/ pronounced as /t/
Thin	/θɪn/	/θin/	Correctly pronounced
Think	/θɪŋk/	/tɪŋk/	/θ/ pronounced as /t/
Teeth	/ti:θ/	/ti:θ /	Correctly

			pronounced
Breath	/brɛθ/	/brɛts/	/θ/ pronounced as /t/ and /s/
Cloth	/klɔθ/	/klɔts/	/θ/ pronounced as /t/ and /s/

Teeth	/ti:θ/	/ti:s/	/θ/ pronounced as /s/
Breath	/brɛθ/	/bri: θ/	Correctly pronounced
Cloth	/klɔθ/	/klɔθ/	Correctly pronounced

The children who have ability in pronuncing Arabic words will find it easier to produce English sounds. It can be seen from table 6, subjects 1 has succeed in pronuncing most of sounds. Compared to the first observation before where children have problems when pronuncing some English sounds, in this finding the first subjects of the research manage to pronounce most of the words which have /ð/ and /θ/ sound (initial and final position). Moreover, the first subjects can pronounce all words which have /ð/ sound accurately without slightest mistake.

Subject 2

Table 7 Here is the data of the subject 2 in pronouncing English related to careful pronunciation in which focusing on /θ/ and /ð/ sounds.

Table 7 English pronunciation by subject 2

Orthography	Phonemic Transcription		Note
	Standard	Subjects 2	
Father	/fɑ:ðə(r)/	/fɑ:ðə/	Correctly pronounced
Mother	/mʌðə(r)/	/mɔðə(r)/	Correctly pronounced
Brother	/brʌðə(r)/	/brɔðə(r)/	Correctly pronounced
Gather	/geðə(r)/	/geðə(r)/	Correctly pronounced
With	/wɪð/	/wɪð/	Correctly pronounced
Smooth	/smu:ð/	/smu:ð/	Correctly pronounced
Than	/ðæn/	/ðæn/	Correctly pronounced
They	/ðeɪ/	/ðeɪ/	Correctly pronounced
That	/ðat/	/ðat/	Correctly pronounced
This	/ði:z/	/ði:z/	Correctly pronounced
Three	/θri:/	/θri:/	Correctly pronounced
Theme	/θi:m/	/θi:m/	Correctly pronounced
Theatre	/θɪətə/	/tɪtə(r)/	/θ/ pronounced as /t/
Thing	/θɪŋ/	/θɪŋ/	Correctly pronounced
Thanks	/θaŋks/	/θaŋks/	Correctly pronounced
Thin	/θɪn/	/θin/	Correctly pronounced
Think	/θɪŋk/	/θɪŋk/	Correctly pronounced

It can be seen from table 7, subjects 2 do not have slightest difficulty in pronouncing English words. From all the words given by the researcher, subjects 2 can easily produce all the sounds correctly (focusing on /ð/ and /θ/ sounds whether in initial or final position). Compared to the first observation before where children have problems in producing some English sounds, in this finding subjects 2 manage to pronounce most of the words which have /ð/ and /θ/ sound (initial and final position). Moreover, the first subjects can pronounce all the words that have /ð/ sounds accurately without any mistake.

Subject 3

Table 8 shows the data of the third subjects in pronouncing English related to careful pronunciation in which focusing on /θ/ and /ð/ sounds.

Table 8English pronunciation by subject 3

Orthography	Phonemic Transcription		Note
	Standard	Subjects 3	
Father	/fɑ:ðə(r)/	/fɑ:ðə/	Correctly pronounced
Mother	/mʌðə(r)/	/mɔðə(r)/	Correctly pronounced
Brother	/brʌðə(r)/	/brɔðə(r)/	Correctly pronounced
Gather	/geðə(r)/	/geðə(r)/	Correctly pronounced
With	/wɪð/	/wɪð/	Correctly pronounced
Smooth	/smu:ð/	/smu:ð/	Correctly pronounced
Than	/ðæn/	/ðæn/	Correctly pronounced
They	/ðeɪ/	/ðeɪ/	Correctly pronounced
That	/ðat/	/ðat/	Correctly pronounced
This	/ði:z/	/ði:z/	Correctly pronounced
Three	/θri:/	/sri:/	/θ/ pronounced as /s/
Theme	/θi:m/	/θi:m/	Correctly pronounced
Theatre	/θɪətə/	/sɪtə(r)/	/θ/ pronounced as /s/
Thing	/θɪŋ/	/θiŋ/	Correctly pronounced
Thanks	/θaŋks/	/θaŋks/	Correctly pronounced
Thin	/θɪn/	/θin/	Correctly

			pronounced
Think	/θɪŋk/	/θiŋk/	Correctly pronounced
Teeth	/ti:θ/	/ti:s/	/θ/ pronounced as /s/
Breath	/brɛθ/	/brɛ: θ/	Correctly pronounced
Cloth	/kləθ/	/klətθ/	Correctly pronounced

Thing	/θɪŋ/	/θiŋ/	Correctly pronounced
Thanks	/θaŋks/	/θaŋks/	Correctly pronounced
Thin	/θɪn/	/θin/	Correctly pronounced
Think	/θɪŋk/	/θiŋk/	Correctly pronounced
Teeth	/ti:θ/	/ti:s/	/θ/ pronounced as /s/
Breath	/brɛθ/	/bri:ts/	/θ/ pronounced as /s/
Cloth	/kləθ/	/kləθ/	Correctly pronounced

According to table 8, subject 3 mostly can pronounce all the words well. The production of /ð/ sound in ten initial and final position can be pronounced accurately by subjects 3. As well as the sound /ð/, the subjects mostly can produce /θ/ sound in intial and final position well. Compared to the first observation before where children have problems in producing some English sounds, in this finding the first subjects of the research manage to pronounce most of the words which have /ð/ and /θ/ sound (initial and final position). In addition, subjects 3 can pronounce all the words that have /ð/ sounds accurately without any mistake.

Subject 4

Table 9 Here is the data of the first subjects in pronuncing English related to careful pronunciation in which focusing on /θ/ and /ð/ sounds

Table 9 English pronunciation by subject 4

Ortho graphy	Phonemic Transcription		Note
	Standard	**Subjects 4**	
Father	/fɑ:ðə(r)/	/fɑ:ðə/	Correctly pronounced
Mother	/mʌðə(r)/	/məðə(r)/	Correctly pronounced
Brother	/brʌðə(r)/	/brəðə(r)/	Correctly pronounced
Gather	/geðə(r)/	/gaðə(r)/	Correctly pronounced
With	/wɪð/	/wɪθ/	/ð/ is pronounced as /θ/
Smooth	/smu:ð/	/smu:ð/	Correctly pronounced
Than	/ðæn/	/ðæn/	Correctly pronounced
They	/ðeɪ/	/ðeɪ/	Correctly pronounced
That	/ðat/	/ðat/	Correctly pronounced
This	/ði:z/	/ði:z/	Correctly pronounced
Three	/θri:/	/sri:/	/θ/ pronounced as /s/
Theme	/θi:m/	/θi:m/	Correctly pronounced
Theatre	/θɪətə/	/sɪtə(r)/	/θ/ pronounced as /s/

According to table 9, subject 4 mostly can pronounce all the words accurately. The production of /ð/ and /θ/ sounds whether in initial or final position mostly can be pronounced accurately. Compared to the first observation before where children have problems in pronuncing some English sounds, in this finding subjects 4 manage to pronounce most of the words which have /ð/ and /θ/ sound (initial and final position).

Subjects 5

Here is the data of the first subjects in pronouncing English related to careful pronunciation in which focusing on /θ/ and /ð/ sounds

Table 10 English pronunciation by subject 5

Orthography	Phonemic Transcription		Note
	Standard	**Subjects 5**	
Father	/fɑ:ðə(r)/	/fɑ:ðə/	Correctly pronounced
Mother	/mʌðə(r)/	/məðə(r)/	Correctly pronounced
Brother	/brʌðə(r)/	/brəðə(r)/	Correctly pronounced
Gather	/geðə(r)/	/gaðə(r)/	Correctly pronounced
With	/wɪð/	/wɪθ/	Correctly pronounced
Smooth	/smu:ð/	/smu:ð/	Correctly pronounced
Than	/ðæn/	/ðæn/	Correctly pronounced
They	/ðeɪ/	/ðeɪ/	Correctly pronounced
That	/ðat/	/ðat/	Correctly pronounced
This	/ði:z/	/ði:z/	Correctly pronounced
Three	/θri:/	/θri:/	Correctly pronounced
Theme	/θi:m/	/ti:m/	/θ/ pronounced as /t/
Theatre	/θɪətə/	/sɪtə(r)/	/θ/ pronounced as /s/

Thing	/θɪŋ/	/θiŋ/	Correctly pronounced
Thanks	/θaŋks/	/θaŋks/	Correctly pronounced
Thin	/θɪn/	/θin/	Correctly pronounced
Think	/θɪŋk/	/θiŋk/	Correctly pronounced
Teeth	/ti:θ/	/ti:s/	/θ/ pronounced as /s/
Breath	/brɛθ/	/bri:θ/	Correctly pronounced
Cloth	/klɔθ/	/klɔθ/	Correctly pronounced

Table 10 shows that subjects 5 mostly can pronounce all the words accurately. The production of /ð/ sound in initial and final words can be pronounced accurately by subjects 5. Compared to the first observation before where children have problems in pronuncing some English sounds, in this finding subjects 5 succeed to pronounce most of the words which have ð and θ sound (initial and final position). In addition, subjects 5 can pronounce all the words that have /ð/ sounds accurately without any mistake.

Discussion

In order to find out the contribution of ability in pronouncing Arabic words (makhorijul huruf) to English pronunciation uses language transfer theory. According to language transfer theory, the people's mother tongue will influence pronouncing foreign language positively or negatively. "Transfer" is the influence resulting from similarities and differences of the target language from any other language that has been previously (and perhaps imperfectly) acquired (Odlin: 1989, p. 27). A positive transfer occurs when the similarities in the mother tongue and the target language can facilitate the learning. (Ellis, 2000, p. 302; Gass & Selinker, 2008, p. 94; Saville-Troike, 2006, p. 19). Positive transfer can facilitate the people because the first language structure or rules also work for the target language so that a new one does not need to be learned. It is obvious that when two languages have similarities can make the people easily understand how to pronounce the target language.

From 100 data which come from 20 words pronounced by 5 subjects, the subjects of the research are succeded in pronouncing most of the words accurately. The subjects of the research do not have problem in pronunciation because producing /θ/ and /ð/ sounds which are absent in Bahasa Indonesia can be found in Arabic.

It is inline with a research conducted by Gusdian and Lestiono (2017) they find out that many Indonesian people frequently make errors while pronouncing /θ/ and /ð/ sounds. This errors are related to the fact that

Indonesian people do not have these sounds in their mother tongue. Accordingly, they may find these sounds unfamiliar to pronounce. They also emphasize that most Indonesian people are Moeslems and familiar with Al-Qur'an as well as the fact that the people also study in campus with a touch of islam. From this, if the people recognize /θ/ and /ð/ sounds which are in Arabic represented as ث /θ/ and ذ /ð/, they do not have difficulties in pronouncing those sounds. Based on positive language transfer theory, the ability in reciting Al-Qur'an are detected to be the subjects' knowledge that accomodate them to pronounce the target sounds in English.

In contrary, an international journal written by Alfehaid (2015) found that Arab speakers are having difficulties in pronouncing some sounds, including /θ/ and /ð/ sounds. The journal stated that speakers of some dialects in Arabic may substitute /z/ for /θ/ and /ð/ sounds respectively (Avery & Ebrlich, 1992, P:111). This journal is contradict this research, it is because the subject of the research are different. In journal written by Alfehaid (2015), the subjects are Egypt who are naturally speak Arabic in their neighborhood, but they have special needs which is their dialects are different with other Arabic. In Egypt, people usually replace the sound /θ/ and /ð/ sounds with /z/ even though both sounds are part of Arabic. This case is related to the Egyptian culture and their accent which are old root. Even they are 80% moeslems and recite Al-Qur'an, but they still struggle in reciting Al-Qur'an correctly because of their culture.

Since this research is focusing on the subjects who have ability in recognizing Arabic which has /θ/ and /ð/ sounds, this ability can contribute to the production of /θ/ and /ð/ sounds in English. Since they get language transfer from reciting Al-Qur'an so they are not face any problem in producing those sounds.

CONCLUSION

All the subjects of the research mostly succeeded in pronouncing English sounds which focuses on /θ/ and /ð/ sounds. From 100 data which come from 20 words pronounced by 5 subjects, the subjects of the research are succeded in pronouncing most of the words accurately. Subjects 1 can produce /ð/ and /θ/ sounds accurately withouth slightest mistake in the word father /fɑ:ðə/, mother /mɔðə(r)/, brother /brɔðə(r)/, gather /geðə(r)/, with /wɪð/, smooth /smu:ð/, than /ðæn/, they /ðeɪ/, that /ðat/, this /ði:z/, three /θri:/, theme /θi:m/, theatre /tɪtə(r)/, thin /θin/, and teeth /ti:θ/ while subjects two is succed in pronuncing these words father /fɑ:ðə/, mother /mɔðə(r)/, brother /brɔðə(r)/, gather /geðə(r)/, with /wɪð/, smooth /smu:ð/, than /ðæn/, they /ðeɪ/, that /ðat/, this /ði:z/, three /θri:/, theme /θi:m/, theatre /tɪtə(r)/, thin

/θin/, thing /θɪŋ/, thanks /θaŋks/, think /θɪŋk/, breath /bri: θ/ and clothes /kləθ/. For subjects 3, father /fɑːðə/, mother /mɔðə(r)/, brother /brɔðə(r)/, gather /geðə(r)/, with /wɪð/, smooth /smuːð/, than /ðæn/, they /ðeɪ/, that /ðat/, this /ði:z/, theme /θi:m/, thin /θin/, thing /θɪŋ/, thanks /θaŋks/, think /θɪŋk/, breath /bri: θ/ and clothes /kləθ/; subjects 4: father /fɑːðə/, mother /mɔðə(r)/, brother /brɔðə(r)/, gather /geðə(r)/, smooth /smuːð/, than /ðæn/, they /ðeɪ/, that /ðat/, this /ði:z/, theme /θi:m/, thin /θin/, thing /θɪŋ/, thanks /θaŋks/, think /θɪŋk/, and clothes /kləθ/; and subjects 5: father /fɑːðə/, mother /mɔðə(r)/, brother /brɔðə(r)/, gather /geðə(r)/, with /wɪð/, smooth /smuːð/, than /ðæn/, they /ðeɪ/, that /ðat/, this /ði:z/, three /θri:/, thin /θin/, thing /θɪŋ/, thanks /θaŋks/, think /θɪŋk/, breath /bri: θ/ and clothes /kləθ/.

The subjects of the research are succeded in producing /θ/ and /ð/ sounds because those sounds which are absent in Bahasa Indonesia can be found in Arabic. All the subjects are succeeded in pronouncing the sounds because they get positive language transfer theory from Arabic. The absence of some sounds in Bahasa Indonesia can be filled by Arabic. So that, the children succeeded in pronouncing most of the words that consist of /θ/ and /ð/ sounds.

SUGGESTION

The result of the research can be used as reference for further research in phonology. In order to gain more result of wider perspective and since most of Indonesian are muslim and understand Al-Qur'an, the researcher suggests that it will be better to make comparison between the one who are able to recite Al-Qur'an and the one who aren't able. Moreover, the researcher suggests that improving ability in reciting Al-Qur'an also can be used as treatment for Indonesian children in learning English pronunciation. Hopefully, the research on contribution of Arabic Phonology to English interdental fricatives phoneme can help the readers to understand the similarities and differeness between English, Arabic and Bahasa Indonesia phonemes.

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