THE CORRELATION BETWEEN STUDENT'S ABILITY ON ARABIC *NATHQUL LAFDZI* AND ENGLISH PRONUNCIATION AT FOREIGN LANGUAGE DEVELOPMENT INSTITUTE OF NURUL JADID

THESIS

This thesis is submitted to State Institute of Islamic Studies of Jember
In partial fulfillment of the requirements to obtain a bachelor's degree of *Sarjana Pendidikan* (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Department

By:
Ainur Rohmah
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STATE INSTITUTE OF ISLAMIC STUDIES OF JEMBER
FACULTY OF TARBIYAH
ENGLISH EDUCATION PROGRAM
MEI 2019

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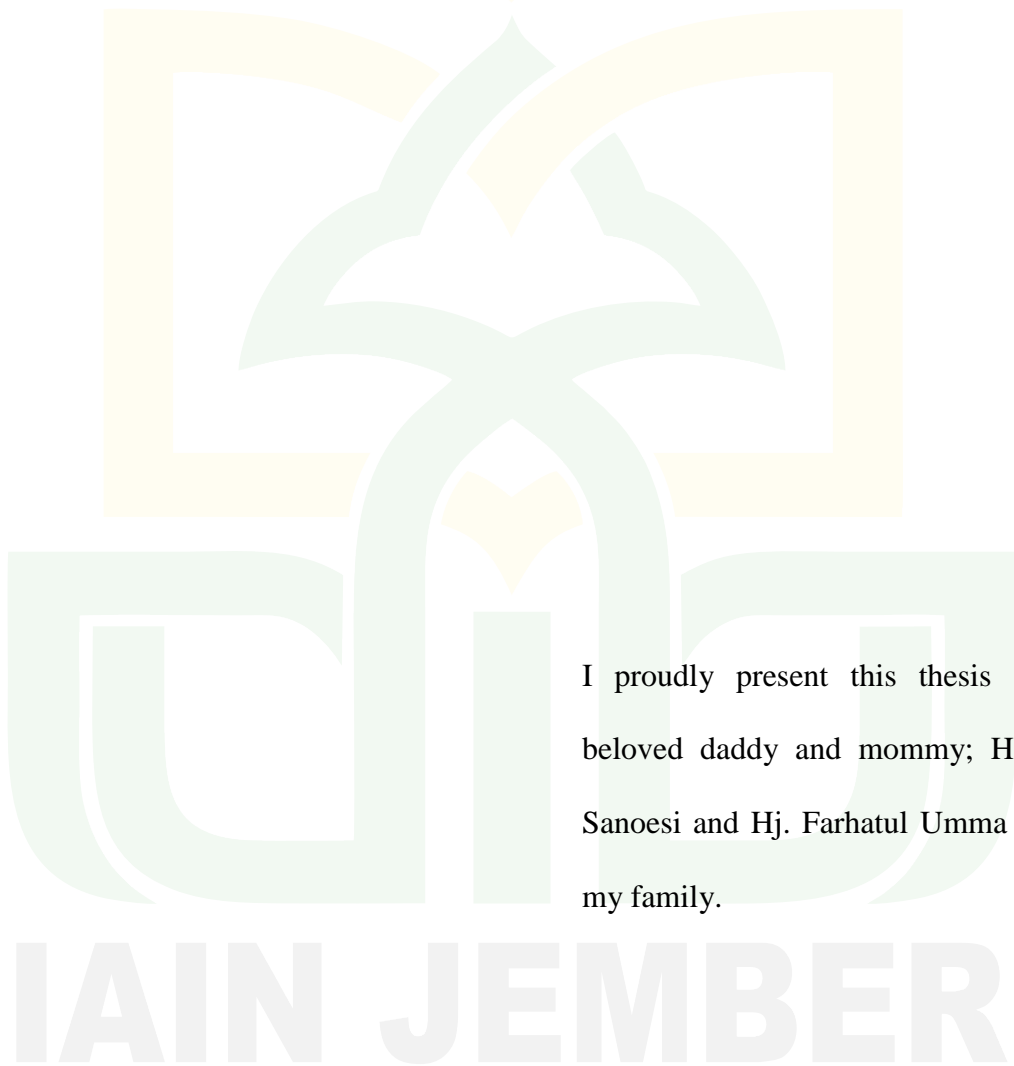State Institute of Islamic Studies of Jember

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MOTTO AND DEDICATION

<div dir="rtl">

من عرف لغة قوم سلم من مكرمهم

</div>

"Whoever masters the language of people, he survives their deception"

(Arabic Proverb)

I proudly present this thesis for my beloved daddy and mommy; H. Imam Sanoesi and Hj. Farhatul Umma also all my family.

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The writer is aware that this thesis is far from perfect, so critics and suggestions are expected to support repairing this thesis. Hopefully, this thesis is very useful for the writer especially for the reader. *Jazakumullah khair*

Jember, April 2019

Writer

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ABSTRACT

Ainur Rohmah, 2019. *The Correlation between Student's Ability on Arabic Nathqul Lafdzi and English Pronunciation at Foreign Language Development Institute of Nurul Jadid.*

Someone can be called a good speaker when he speaks clearly and what they have spoken can be understood by other people. It can be seen from how they pronounce word clearly and correctly. Sometimes, someone who is good (*fashih*) in reading holy Qur'an and they use *tajwid*, they can speak English perfectly. The smallest unite of language is sound and pronunciation means the way how sounds are produced. This thesis investigated the correlation between Arabic and English sound by knowing the place of articulation in both languages. Is there any between Student's Ability on Arabic *Nathqul Lafdzi* and English Pronunciation?

In this research, the researcher used quantitative correlational design method. The researcher used pronunciation test as data collection from the research process. The data are analyzed by technique of comparing Arabic and English viewed from rules on phonetic base both languages, it was used to know the correlation both languages in pronouncing the sound.

The result showed that there are some words that have the same place of articulation to produce sounds and it will influence the producing of words in Arabic or English. The test results of the research showed that r count   r table, 0.664 0.532. it means that "there is a relationship between Arabic *nathqul lafdzi* and English pronunciation at FLDI Nurul Jadid" and the level of significance between Arabic *nathqul lafdzi* and English pronunciation is showed with t count   t table, 3,076 2,179. This showed that "there is a positive significant correlation between Arabic *nathqul lafdzi* and English pronunciation at Foreign Language Development Institute of Nurul Jadid"**.** Based on criteria of the correlation coefficient obtained is 0.664, it means that the criterion of correlation coefficient is positive enough.
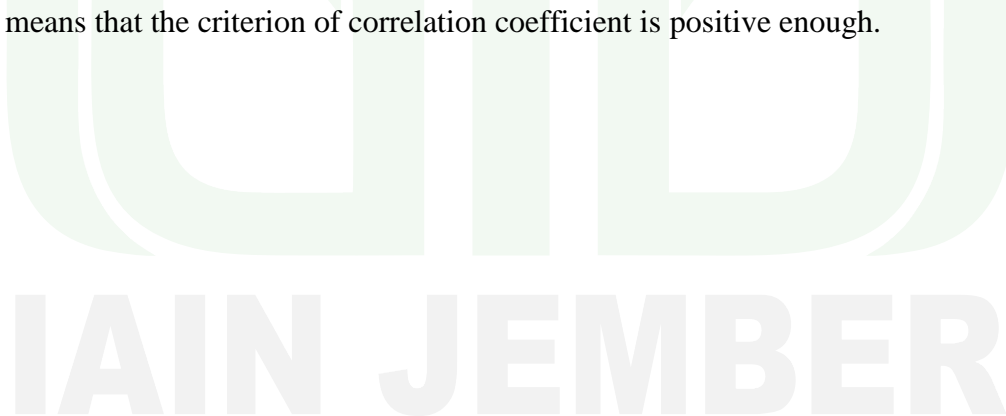
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CHAPTER I

INTRODUCTION

A. Background of Study

Language is a sound of symbols that convert some words in mind into a sentence of spoken words.[1] It is communication by voice in the distinctively human manner, using arbitrary sounds in conventional ways with conventional meanings; speech. It is a set of circumstances and as such is likely to be accompanied by a shift in context. The shift in context is no doubt linked to the aspects of the language being used along with the characteristics of the speaker who is likely to be influenced by the target language personality. But this does not mean that language does change someone into a totally another person, but, rather a person may adopt particular aspects of culture which can play a very large role in people's behavior and actions.[2] We also can definite language as a system of communication in speech and writing used by people of a particular country.[3]

English is one part of the educational curriculum in Indonesia that should be mastered by teachers, especially English teachers, then, taught to the students. As we have seen, English is the international language. In Indonesia, English is the first foreign language. This is one of the required subjects from elementary school to university level. It does not just play a role in students learning the process, but also has an important role for the teacher in the English teaching process. In Indonesia, many people who cannot speak English take English

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[1] Ronald Wardhagh, *An Introduction to Linguistic* (United Kingdom: BLACKWELL PUBLISHING, ed. Sixth, 2006), 1

[2] Ibid., 44

[3] Victoria Bull, *Oxford Learner's Pocket Dictionary* (New York: OXFORD university press. 2008)

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courses for their profession demands. This is a sign that English has been an important language in achieving a better career.

The Arabic language is one of the oldest languages in the world but it still exists till now. It belongs to Semiotic languages which most of them have been extinct due to some reasons such as no people speak them any longer. Arabic exists and develops as soon as Islam, one of the biggest religions in the world, spreads worldwide from the Arabian Peninsula and many people learn Arabic for the religious motive. Although the Islamic civilization isn't the mainstream civilization any longer as it was many years ago, Arabic language still catches many people's attention. In the Indonesian context, it influences most people in some aspects such as religion, international relationship, educational career, job career, and so forth and soon. The Arabic language cannot be separated from Islam as it is the main language of Islam. Qur'an, the holy book of Muslims and the main reference of Islamic tenet, was written in the Arabic language and revealed in the Arabic context even the messages are universal.[4]

The term bilingual refers to individuals who can utilize communication more than one language. The category of bilinguals is very broad–encompassing individuals who are sophisticated speakers, readers, and writers of two or more languages, as well as those who use a limited knowledge of a second language (L2) for purposes such as work or schooling, and who may be literate in only one language (or even completely illiterate).[5] Because of the consequences of

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[4] Syahrul z. Romadhoni, "The Important of Arabic Language", https://syahruzzaky.wordpress.com/2012/09/25/the-importance-of-arabic-language/ (1 February 2018).

[5] Ronald Wardhagh, *An Introduction to Linguistic,* 96

colonization, migration, nation-formation, traditions of exogamy, and modernization, some degree of bilingualism is typical of most people in the world.

The researcher believes that there are some people can speak in two languages or more than it (bilingual). Therefore they may use mother tongue or foreign language to make conversation with other people. So, the writer will compare two languages namely Arabic and English to know how big the influence of the *fashih* person (good person in reciting holy Qur'an by using *tajweed*) to be good speaker of English by the way know the place of articulation words in both of them from rule phonetic base, because there is assumption that who are good at reciting holy Qur'an by *tajweed*, they are automatically good at English since there is the similar place in articulating some sounds of both.

Knowing, learning and practicing *tajweed* along with an understanding of *tajweed* itself is mandatory, which is something that must be learned, to avoid mistakes in reciting holy Qur'an and pronounce it well and correctly so that the verses that are read become beautiful and perfect. As written in Qur'an surah Al-Muzzammil verse 4:

$$وَرَتِّلِ الْقُرْآنَ تَرْتِيلاً$$

The meaning: "and recite the Qur'an with measured recitation"[6]
This verse clearly shows that Allah SWT ordered the Prophet Muhammad to read the Qur'an which was revealed to him in *tartil*, which is to beautify the pronunciation of each of the letters (using *tajweed*).

Tharpe said on her book by title American English for Arabic speaker A Guide for Pronunciation, she told that the Arabic guide was quite a journey

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[6] Al-Qur'an, 73:4.

through. At the time, there was little on the internet, and she borrowed resources from university libraries around the U.S. She looked at her friend Mitchell, somewhat ancient series on Arabic dialects. She tried to read everything that could get her hands on about English pronunciation and then tried to condense it into a reader-friendly short guide of the major conflict points between the two languages. Although she didn't master Arabic, she definitely practiced articulation of its vowels and consonants, to better understand the mechanizations happening inside the mouth for Arabic, and for English.[7]

When learning English as a native Arabic speaker, one of the most challenging aspects is becoming comfortable using English pronunciation. Words and sentences in Arabic are approached differently than in English, requiring speakers to learn a new set of pronunciation rules in order to properly communicate using connecting sounds, intonation, and stress. When learning English, it's important to focus on using correct English pronunciation in order to prevent getting into a habit of pronouncing words and sentences incorrectly. By overviewing the top two pronunciation problems, native Arabic speakers face when learning English, how well they speak with an English accent.

The explanation above shows that learning pronunciation is important. Good pronunciation should be one of the first things that you learn in language. We can live without advanced vocabulary, we can use simple words to say what you want to say. You can live without advanced grammar; we can use simple

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[7] Peggy Tarphe, *American* English *for Arabic Speaker; A guide to Pronunciation.* (USA. American Pronunciation Center. 2016), 12.

grammar structures instead. But there is no such thing as "simple pronunciation".

If we don't have good pronunciation, we have bad communication.[8]

B. Research Question

Is there any significant correlation between student's ability on Arabic *nathqul lafdzi* and English pronunciation?

C. Research Objective

To find out the correlation between student's ability on Arabic *nathqul lafdzi* and English pronunciation

D. Benefits of the Research

1. Practical benefit

   a. Gives contribution to English or Arabic teachers and can be a reference to improve their ability in teaching foreign language.

   b. Gives information about the relation between Arabic and English pronunciation especially in place of articulation both of, so the teachers know where the key of student ability in foreign language.

2. Theoretical benefit

   It can be becomes the reference to the next research.

E. Research Limitation

To analyze the correlation between Arabic and English pronunciation, the writer focuses only in the ability of student in pronouncing letter/word/sentence appropriate with place of articulation both of. The object is absolutely for students at Foreign Language Development Institute of Nurul Jadid (FLDI) Paiton Probolinggo.

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[8] Tomasz P. Szynalski, "Why you should study English pronunciation" http://www.antimoon.com/how/pronuncwhy.htm (7 December 2018).

F. Definition of Key Terms

Pronunciation is the way a word or a language is spoken, or the manner in which someone utters a word. If one is said to have "correct pronunciation", then it refers to both within a particular dialect. Talking about pronunciation we also talk about the place of articulation that is the location at which two speech organs approach or come together in producing a speech sound, as in the contact of the tongue and the teeth to form a dental sound.

Nathqul lafdzi or we can say pronunciation in Arabic is a way of a person or group of people in uttering the sound of a language. The sound of the Indonesian language includes vowels, consonants, diphthongs, and consonant combinations. In language guidance, there are a number of phonemes that are not pronounced in accordance with the correct pronunciation so that the pronunciation is not standard. Those are related to *Makharijul huruf* is the correct position of the organs of speech, in order to produce a letter so that it can be differentiated from others. This is equally so whether the letter is a consonant or a vowel. Being able to recite the letters correctly is the foundation of *tajweed*, and this is achieved by knowing where the sound originates. This can then help in practicing the pronunciation of the letters correctly.

G. Assumption

There is assumption that who are good (*fashih*) at reciting holy Qur'an by *tajweed*, they are automatically good at English since there is the similar place in articulating some sounds of both

H. Hypothesis

H_0 : r = 0 (there is no significant correlation between Arabic *nathqul lafdzi* and English pronunciation)

H_1 : r $\neq$ 0 (there is significant correlation between Arabic *nathqul lafdzi* and English pronunciation)

I. Research Methodology

1. Research Design

The researcher used quantitative correlational design method that did the test existing theory between Arabic *nathqul lafdzi* and English pronunciation. This type of approach aims to see whether two variables (or more) have a correlation or not.[9] Starting from a theory, experts' ideas and the understanding of researchers based on her experience, and then developed into a problem that was proposed to obtain justification (verification) in the form of empirical data supported.

Quantitative research is a structured way of collecting and analyzing data obtained from different sources. Quantitative research involves the use of computational, statistical, and mathematical tools to derive results. It is conclusive in its purpose as it tries to quantify the problem and understand how prevalent it is by looking for projectable results to a larger population.

A Correlational Design explores the relationship between variables using statistical analyses. However, it does not look for cause and effect and therefore, is also mostly observational in terms of data collection. Correlation is a statistical association between two variables, calculated as the correlation

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[9] Zaenal arifin, *Metodologi Penelitian Pendidikan*, (Surabaya : Lentera cendikia, 2009), 17.

coefficient r.[10] indicates both the direction and magnitude of the relationship between two variables without needing a scatterplot to show it, the coefficient can range from r = 1.0 (a perfect positive correlation) to r = -1.0 (a perfect negative correlation), with an r value of 0 indicating no relationship between the two variables. Height and weight in humans are positively correlated (as values for height increase so do values for weight), whereas other variables give a negative correlation.[11]

The researcher used quantitative research design because the researcher wanted to find out and prove an assumption says that who are good/ *fashih* at reciting holy Qur'an by *tajweed*, they are automatically good at English by finding the correlation between student's ability on Arabic *nathqul lafdzi* and English pronunciation.

According to Arikunto, correlation can be classified into positive correlation and negative correlation. Positive correlation is signed by the rise of X variable is followed by the rise of Y variable and other wise. Negative variable is signed by the rise of X variable is followed by the fall of Y variable and other wise.[12] These two variables would be measured through statistical analysis of numerical data that determine what relationship between the two variables is.

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[10] Donald Ary. *Introduction to Research In Education*. (Canada: Nelson Education ltd. 2006), 129.

[11] Correlational research. (n.d.) *Miller-Keane Encyclopedia and Dictionary of Medicine, Nursing, and Allied Health, Seventh Edition*. (2003). Retrieved November 23 2018 from https://medical-dictionary.thefreedictionary.com/Correlational+research

[12] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Dan Praktek* (Jakarta: Rineka cipta, 2002), 279.

This research belongs to correlation quantitative research. There are two variables in this research namely student's ability on Arabic *nathqul lafdzi* and English pronunciation.

2. **Population and Sample**

a. Population

Population is the entire object of research consisting of humans, objects, plants and events as data sources that have certain characteristics in a definition.[13]

Suharsimi Arikunto said that the population is the whole subject of research. If someone wants to research all the elements in the research area, the research is population research.[14]

Sugiyono in his book gives an understanding of the population, namely the generalization area consisting of: objects or subjects that have certain qualities and characteristics set by the researcher to be studied and then conclusions drawn. So, the population is not only people, but also objects and other natural objects. The population is also not just a number which is on the object or subject being studied, but covers all characteristics or properties possessed by the subject or object itself.[15]

The population in this research is the students of Foreign Language Institute Development of Nurul Jadid Paiton Probolinggo.

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[13] Herman Resito, *Pengantar Metodologi Penelitian* (Jakarta: Gramedia Pustaka Utama, 1992), 49.
[14] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Dan Praktek*, 130.
[15] Sugiyono, *Penelitian Kuantitatif Kualitatif dan R&D* (bandung: alfabeta, 2009), 80.

b. Sample

The sample is a portion of the population or representative of the population.[16] In another book also stated that the sample is part of the number and characteristics possessed by the population. If the population is large, and researchers are not likely to learn all that exists in the population, for example due to limited funds, energy and time, the researcher can use samples taken from that population. What is learned from the sample, the conclusions can be applied to the population? For that sample taken from population must be truly representative (signifying).[17]

The reasons why the researcher uses sample are:

1) The population in this research more than 100 people.

2) The Research on samples allows representation of the characteristics of the entire population.

3) The overall population research will take considerable time long time ago, while the time allocation from this study is limited.

4) The overall population research will require considerable costs and energy.

Here are several advantages using samples;

1) Because the subjects in the sample are less than the population, the hassle is certainly lacking.

2) If the population is too large, it is feared that someone will skip.

3) With sample research, it will be more efficient (in terms of money, time and energy).

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[16] Syaifuddin Azwar , *Metode Penelitian*, (Yogyakarta: Pustaka Pelajar, 1998), 79.
[17] Sugiyono, *Penelitian Kuantitatif Kualitatif dan R&D*, 81.

4) There are times when population research means destructive.

5) There is a danger from people who collect data. Because there are many subjects, the data collection officers will be tired, so the recording could be inaccurate.

6) There is impossible to conduct population research.[18]

In this research, the sample is the students of Foreign Language Institute Development of Nurul Jadid (female) Paiton Probolinggo. For estimate, if the subject is less than 100, it is better to take all population so that the research is population research. But if the total of subjects is large, it can be taken between 10% -15% or 20% -25% or more.[19] And the researcher takes 10% from population as sample; the population of this research is 142 students so 14 students for 10% to be sample.

3. **Technique and Instrument of Data Collection**

The technique in this research is "proportionate stratified random sampling". Proportionate stratified random sampling is a probability sampling technique wherein the researcher divides the entire population into different subgroups or strata, then randomly selects the final subjects proportionally from the different strata.[20]

In this sub-discussion, the researcher presented the data collection techniques. Data collection techniques can be interpreted as ways used in data collection. Data collection techniques that the researcher chooses are as stated

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[18] Suharsimi arikunto, *prosedur penelitian suatu pendekatan dan praktek*, 133.
[19] Ibid., 134.
[20] Sugiyono, *penelitian kuantitatif kualitatif dan R&D* , 120.

in the research instrument. The researcher will describe the technique data collection and type of data to be extracted as follows.

a. Types and Source of data

The types of data in this research use data that is directly related to numbers (score). The source of data was taken from data primary sources they are the students of Foreign Language Development Institute of Nurul Jadid (girl).

b. Technique and Instrument Of Data Collection

The research will be called Valid or not it depends on the type of data collection which used for selecting the right method according to the type and data source in the research. The technique of data collection is an attempt to observe the variables being examined. Validity itself is the appropriateness, meaningfulness, and usefulness of the specific inferences researchers make based on the data they collect. A test called valid if it can measure to what can be measured. In this research, the researcher used logical validity that is content validity that is content validity in both pronunciations; Arabic and English.

In this research, the researcher used test to validity research that called pronunciation test that using reading aloud, recording the list of pronunciation both English and Arabic as instrument and also documentation using transcript (see appendix 1-4), and the researcher used

QS. Al-Fatihah : 1-7 verse[21] for testing Arabic *nathqul lafdzi*, and used English reading text[22] with the title "FAITH" for English pronunciation.

The hold discussion of this research that was tested for students are:

1) Students do the test of pronunciation (see table in appendix 1 and 2) the purpose is to know how well their pronunciation in both languages.

2) Students do the pronunciation test (see appendix-transcript 3 and 4) that purposes to know the correlation between two languages in pronunciation skill; it purpose is to make sure about pronunciation when they read the text.

The test is reliable if it can be trusted, consistent, stable and productive. Reliability is consistency or carefulness of a certain instrument of evaluation. To analyze this test, the researcher analyzes this test item use split half method to find out the reliability of the test. The score of each correct item is 1 (one) for correct answer and 0 (zero) for incorrect answer. The procedure is as follows.

The first step, the researcher uses Product Moment formula:

$$rxy = \frac{N\sum XY - \left(\sum X\right)\left(\sum Y\right)}{\sqrt{\left\{N\sum X^2 - \left(\sum X\right)^2\right\}\left\{N\sum Y^2 - \left(\sum Y\right)^2\right\}}}$$

Rxy   : Correlation coefficient between each item and the total score

N   : The number of respondents

X   : Sum of the students' right answer of the odd number

Y   : Sum of the students' right answer of the even number

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[21] Departemen Agama RI, *Al-Qur'an Tajwid dan Terjemah*. (Bandung: CV Penerbit Diponegoro. 2010), 562.

[22] Team UPB. *English for Islamic Studies*. (Jember: STAIN Jember Press. 2007), 26.

x2   : The total of X square

Y2   : The total of Y square[23]

After that we can use Spearman Brown formula as follows:

$$r_{11} = \frac{2x((r^1/_2 \ ^1/_2))}{1+(r^1/_2 \ ^1/_2)}$$

r_{11} : Coefficient correlation between X and Y variable

$r^1/_2 \ ^1/_2$: r_{xy} as the index correlation between two split instrument[24]

The reliability of the correlation coefficient as follows:

0,00 – 0,20   : Very low

0,21– 0,40   : Low

0,41 – 0,60   : Medium

0,61 – 0,80   : High

0,81 – 1,00   : Very high

The test that was tested reliably was English reading test (see appendix 4), this test was tested before using the text. The table 3.3 shows the student's score (14) for reliability test that was conducted on December, 26th 2018 (X) and January, 9th 2019 (Y). (See appendix 6 table 3.3 score of reliability test)

Based on the result analysis of reliability of the test, the Coefficient correlation of the reliability of the try out test for the English pronunciation test is 0.95; it means that the test is very high and trusted to be used in this research; reliable.

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[23] Suharsimi arikunto, *prosedur penelitian suatu pendekatan dan praktek*, 180.
[24] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Dan Praktek*, 180.

Content validity research that the researcher used is English pronunciation and Arabic *nathqul lafdzi* test. The test is a face-to-face conversation with a certified examiner. It is as close to a real-life situation as a test can get while reading aloud means that we read the text with loud sound which make the reading clearly enough to hear. When we read aloud to students, we engage them in texts that they might not be able to read. In the process, we expand their imaginations, provide new knowledge, support language acquisition, build vocabulary, and promote reading as a worthwhile, enjoyable activity. All students, from pre-school through high school, can benefit from being read to. Listening to a fluent, expressive, and animated reader can help students make connections between written and spoken language.

The tool instrument research that used by researcher is recording to collect the data. Record devices can consist of a camera, video, or voice recorder. As a research instrument, record tools make it easier for researchers to collect the data. In this research, researcher used voice recorder as instrument to record the data need and using checklist (right and wrong) for each categories and it explained in the table (appendix 1 and 2) to know student's ability in both pronunciation.[25] The test is based on International Phonetic Alphabet and *Huruf Hijaiyah*.

Documentation is looking for data about things or variables in the form, notes or transcripts, newspapers, magazines, minutes of meetings,

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[25] Donald Ary. *Introduction to Research In Education,* 217.

agendas and so on.[26] The readings that to be read by students is as follows both English and Arabic. This transcript is the instrument to looking for the correlation between both languages and proves the assumption mentioned above. We need to value the students how *fashih* they are in reciting holy Qur'an then how good they are in speaking English especially their ability in pronunciation.

This technique is easily administered by selecting a passage that incorporates test specs and by recording the test-taker's output: the scoring is relatively easy because all of the test-taker's oral production is controlled.[27] The test administration's challenge is to assign a score ranging from 1 to 5 for each of six categories such as grammar, vocabulary, comprehension, fluency, pronunciation and task, but, in this research, the researcher only focused on pronunciation category that is described in the table below.

Table 1.1 oral proficiency scoring category

Point	Description Of Pronunciation Category	Score
I	Error in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language	1 to 20
II	Accent is intelligible though often quite faulty	21 to 40
III	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.	41 to 60
IV	Errors in pronunciation are quite rare	61 to 80
V	Equivalent to and fully accepted by educated native speaker	81 to 100
Total score		

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[26] Arikunto, *Prosedur Penelitian Suatu Pendekatan Dan Praktek*, 236.
[27] Brown, *Language Assessment: Principles and classroom practices*. (London: Longman.2001), 147.

4. Data Analysis

Quantitative data analysis may include the calculation of frequencies of variables and differences between variables. A quantitative approach is usually associated with finding evidence to either support or reject hypotheses that have formulated at the earlier stages of the research process. In quantitative research, data analysis is an activity after data from all respondents or other data sources are collected. Activities in data analysis are: grouping data based on variables and types of respondents, tabulating data based on variables from all respondents, presenting data for each variable under study, performing calculations to test the hypotheses that have been proposed. For studies that are not hypothetically formulated, the final step is not carried out.[28]

Quantitative research results in data that provides quantifiable, objective, and easy to interpret results. The data can typically be summarized in a way that allows for generalizations that can be applied to the greater population and the results can be reproduced. The design of most quantitative research also helps to ensure that personal bias does not impact the data.

In this research, the researcher used data analysis of correlation product moment (r_{xy}). Correlation product moment is found by Karl Pearson that is correlation is used to analyze the correlation of two variables which the data either type of interval or ratio. Analysis can be done using raw scores (rough numbers) or using deviations.[29]

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[28] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Dan Praktek*, 147.
[29] Mundir, *statistic pendidikan,* (Yogyakarta: STAIN Jember Press. 2013), 114.

The following is the Pearson product moment formula:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

Notes:

r_{xy} : Correlation coefficient between each item and the total score

N   : The number of respondents

X   : Sum of the students' right answer of the odd number

Y   : Sum of the students' right answer of the even number

x2   : The total of X square

Y2   : The total of Y square

The result of the research score will be tested with r-table of significance level 5%.

To know the degree of the correlation above it can be interpreted by using this table below:[30]

Table 1.2 significant score

r- Scores	Interpretation
0,800-1,000	High
0,600-0,800	Enough
0,400-0,600	Low enough
0,200-0,400	Low
0,000-0,200	Very low

J. Systematic of Thesis

Systematic of thesis is a summary of the contents in the thesis that aims to understand globally from all existing discussions. Related to the material to be

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[30] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Dan Praktek*, 276.

discussed, basically consists of 4 chapters in quantitative research, and each chapter has several sub-chapters that have relevance to one another. Generally a research has 3 parts, namely the initial part, the core part and the final part. The explanation is as follows:

The first, the initial part includes the title page, counselor's approval page, endorsement page, motto page, dedication, abstract, and acknowledgement, table of content and table list or picture.

The second is core part that includes:

1. **Chapter I**, it includes the introduction such as background of study, problem research, research objective, benefits of research, research limitation, definition of key term, assumption, hypothesis, research methodology and systematic of thesis.

2. **Chapter II,** it is review of related literature such as previous research and theory.

3. **Chapter III,** it is finding and discussion such as research design that includes object research, location of research, and subject of research also the data collection and data analysis.

4. **Chapter IV,** it is conclusion and suggestion.

The third is final part that includes references, statement of authenticity of writing and attachment such as matrix of research, form of collecting data, picture, letter (research permit etc.), and bibliography of researcher.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

There are several studies that have been carried out and related to this research, they are:

1. Ali K. Altamimi, thesis of master degree with the title "Improving English Pronunciation among Arabic EFL School-Age Students using Minimal Pair" in 2015. The result is in the teaching strategy using minimal a pair is effective to improve pronunciation, the research to accommodate one language who learn English and Arabic as a second language with the correct pronunciation.

   The different between that research and this research is the researcher focused on the ability of students when pronounce the word/letter, while Ali K. Altamimi only discussed about how to improve pronunciation using minimal pair whether effective or not.

2. Hadeel Mohammad Ashour, international journal with the title "Major Differences between Arabic and English Pronunciation system: A Contrastive Analysis Study" in 2017. The result showsed that English has its own pronunciation system that differs from the Arabic one, it is found that English is a stress-timed language while Arabic is a syllable –timed language. This major distinctive feature affects Arabs production of English stress.

   The different between that research and this research is Hadeel only wanted to find differences of pronunciation found in English and Arabic with problematic areas that Arabs suffer from when learning English and finally he

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gave practical recommendations which are provided to help Arab learners to overcome problems., while the researcher here wanted to find the correlation between Arabic and English pronunciation in producing sound do influence each other when the student are *fashih* person or good speaker.

3. Siswoyo, journal with the title "Similarities and Differences between English and Arabic Verb" in 2016. The result showed that both English and Arabic have similarities such as both languages need object and have agreement of subject and verb, and the differences of both languages is English verb has no change of the first letter in verb because the change of various subject.

The different between that research and this research is the researcher not only discussed about verb in English and Arabic but also all element such as noun, adjective and etc. while Siswoyo only focused on one variable that is verb in both English and Arabic language.

Table 2.1 Differences and Similarities Research

No	Name/title of research	Similarities	Differences
1	2	3	4
1	Ali K. Altamimi/ Improving English Pronunciation among Arabic EFL School-Age Students using Minimal Pair. 2015	• Both researches discussed about English pronunciation. • Explained consonant and phoneme • Used test to prove the research	• The subject and the object of research are different • The researcher wanted to find the correlation between Arabic and English pronunciation while Ali K. Altammimi proving minimal pair whether effective or not to improve English pronunciation. • Researcher used collecting data with pronunciation test, while Ali K. Altamimi used pre and post training test

1	2	3	4
2	Hadeel Mohammad Ashour/ Major Differences between Arabic and English Pronunciation system: A Contrastive Analysis Study. 2017	• Discussed about similarities and the differences of place articulation both languages Arabic and English • Comparing both English and Arabic pronunciation	• Hadeel used qualitative research based on document collection while the researcher use quantitative research with correlation design • Hadeel more focused on analyzing the contrastive between Arabic and English Stress systems • The researcher focused on student's ability in both pronunciations: English and Arabic, while Hadeel only constructed between Arabic and English Stress systems.
3	Siswoyo/ Similarities and Differences between English and Arabic Verb. 2016	• Discussed about similarities and the differences of place articulation both languages Arabic and English	• The researcher focused on pronunciation, while Siswoyo focused on finding the similarities and differences between English and Arabic verb • The method of research researcher used quantitative correlation, while vice versa use qualitative descriptive by library research

B. Theoretical Framework

1. Arabic *Nathqul Lafdzi*

a. Definition

Nathqul lafdzi (نطق اللفظ) or we can say pronunciation in Arabic is

the way of a person or group of people in uttering the sound of a language.

The sentence نطق اللفظ is a sentence that comes from two words arranged

in *idhofah* (الإضافة)[31], *nathqu* means pronunciation or say/talking (about something) and *lafdzi* means word/letter.[32] If the two sentences are put together then the meaning is pronunciation of words.

b. Makharijul *Huruf*

Talking about pronunciation, we also talk about *makharijul huruf*. *Makharijul huruf* also can be called place of articulation, it is the correct position of the organs of speech in order to produce a latter or word[33] so that it can be differentiated from others. This is equally so whether the letter is a consonant or a vowel.

Being able to recite the letters correctly is the founding of *tajweed* and this is achieved by knowing where the sound originates. This can then help in practicing the pronunciation of the letters correctly.

The word "*tajweed*" means to improve, make better. *Tajweed* of the Holy Qur'an is the knowledge and application of the rules of recitation so the reading of the Qur'an is as the Prophet Mohammed SAW recited.[34]

The picture of diagram below gives a snapshot of where each letter originates:

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[31] *Idhofah* is a series of two sentences that are related and require the second *isim* to be read *je*r, that is, by guessing the letter *jer*. Based on : Muhamamad Mahmudi Syah, *Al-Bayaan fii Tabyini Nadhaam 'Imriti* (Probolinggo:- 1999), 157.

[32] Mahmud Yunus. *Kamus Arab-Indonesia.* (Jakarta: PT Mahmud Yunus WA Dzurriyah. 2007), 457.

[33] Acep Lim Abdurohim, *Pedoman Ilmu Tajwid Lengkap*, (Bandung, CV Penerbit Diponegoro, 2003), 20.

[34] Abdullah bin 'amr, "About Tajweed" http://www.abouttajweed.com/ (7 December 2018).

Picture 2.1 Arabic place of articulation.

To achieve the correct *makhraj* of a letter, practice via placing a

sukoon (‎ﹿ) on it, and precede it with an *alif / hamzah* with a *kasrah*

(‎ﹻ)[35]

 E.g:

اِسْ اِبْ

There are 5 main categories of *Makhaarij:*

a) The oral cavity   :   Al Jawf   الجوف

b) The throat   :   Al Halq   الحلق

c) The tongue   :   Al Lissaan   اللسان

d) The lips   :   Ash-shafatain   الشّفتين

e) The nasal cavity   :   Al Khayshoom   الخيشوم[36]

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[35] Acep Lim Abdurohim, ibid, 22.
[36] Basori Alwi Murtadho, *Pokok-Pokok Ilmu Tajwid,* (Malang. CV. Rahmatika, 2009), 4.
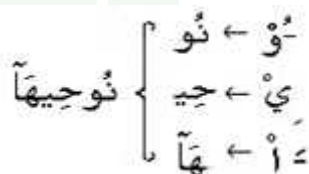
The first *makhraj* namely **al-jawf,** this is all the empty space that occurs from the chest, up the throat and out through the mouth. It is the *makhraj* of the long vowels sounds (also known as the elongated letters) and is elongated for 2 counts:

Table 2.2 description of *al-jawf* letter.

Letter	Description	Extract from verse
Alif	Upon which there is a ٥ (*sukoon*) and is preceded by a ◌َ (*fathah*)	إِيَّاكَ اهۡدِنَا ٱلصِّرَٰطَ ٱلۡمُسۡتَقِيمَ ۝
Waw	Upon which there is a (*sukoon*) and is preceded by a و (*dhammah*)	ٱلۡمَغۡضُوبِ يُقِيمُونَ
Yaa	Upon which there is a (*sukoon*) and is preceded by a ◌ِ (*kashrah*)	يَوۡمُ ٱلدِّينِ ٱلَّذِينَ

These letters are also found in the Qur'an:

نُوحِيهَآ ﴿ ـُوٓ ← نُو
حِي~ ← يٓ
هَآ ← أۡ ﴾

You have to know that in the Qur'an the *sukoon* may not always be shown on the letter, but as general rule, whenever a letter does not carry a vowel, it means that it has a *sukoon*, even if it is not actually present.

The second *makhraj* is **al-halq,** emerging from the throat are six letters. Within the throat, there are three points of articulation. Two letters emerge from each *makhraj*. Let's look at these with detail in the picture below.

Picture 2.2 place of *al-ahlq*'s letter are produced.
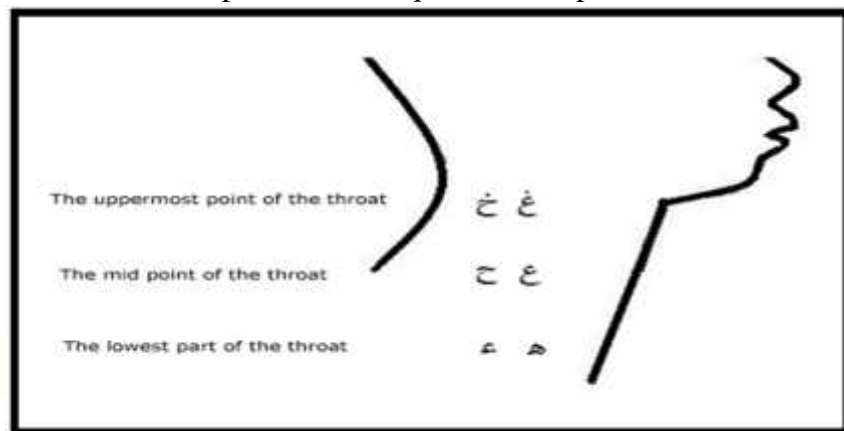
The third *makhraj* is **al-lisaan.** Many letters come from the mouth, that is the tongue and its connection with the different areas of the teeth and mouth. There are 4 main *makhraj* that can be divided into 10 sub categories:

Main 1 is the further **back** part of the tongue, this has 2 sub categories:

ق is pronounced by the extreme back of the tongue touching the upper palate to create a thick sound in the tonsils vicinity, with a round sound.

ك the *makhraj* is slightly in front of the ق . This time the tongue should not meet the upper palate other than what is necessary to pronounce the letter. So the sound still comes from the back of the tongue, except this time the tongue is not elevated.

Main 2 is he **middle** of the tongue; this single *makhraj* covers 3 letters:

ج and, ي ,ش these all pronounced when the middle part of the tongue comes in contact with what lies opposite to it from the roof of the mouth.

Main 3 is the **side** of the tongue; this has 2 specific of articulation:

ض the rear of the tongue touches the upper back teeth (upper molars) in the either one of 3 ways such as from the right side, the left side or from both of sides. The left side of the tongue is most commonly used as it is easier than the right, and usage of both sides of the tongue is rare.

ر located behind the *makhraj* of the ن it is.

Main 4 is the **tip** of the tongue decided into four groups:

First, ط د ت these letters pretty much come from the same place, the difference between them is slight but important. The tip of the tongue meets the base of the top front teeth (place where the gums and teeth meet):

ت is most forward and exact at the point where the gums and the teeth meet.

د is the little further back.

ط is the behind د a little. The back of the tongue should also meet the

upper palate as it is a thick letter.

Second, ز ص س

س the tip of the tongue should meet the place where the gums and

lower teeth meet. You should allow the flow of air in the mouth to pass

from the back of the front and exit from between the teeth.

ص the back of the tongue elevates to meet the upper palate as it is a

thick letter.

ز for this letter, the teeth should be pressed together that the air passage

sounds like a buzzing sound.

The third ظ ذ ث the tip of the tongue meets the edge of the front upper

teeth.

ث is articulated by putting pressure on the edge of the 2 upper incisor

teeth.

ذ is articulated by putting pressure on the mid-section of the 2 upper

incisor teeth.

ظ is articulated by putting pressure on the edge of the roots of the

upper incisor teeth. The back of the tongue elevates to meet the upper

palate as it is a thick letter.

The fourth is *Ash Shafatain.* This is simply the lips, and has 2

sub-categories:

First, when one lip is used: ف the edge of the upper front teeth meet

the inside lower lip (the wet part).

Second, when the two lips are used:

و this is not the و of the elongation from *jawf*. This letter will carry a

harakat . It is pronounced by the incomplete joining of both lips.

م pronounced by the meeting of the dry outer parts of the lips, and

pushing air through the nasal passage.

ب pronounced by pressing the lips together firmly and quickly.

Similar to the م but there is more of bounce as you press the lips then

quickly releases them again.

The fifth *makhraj* is *Al Khayshoom*. The nasal cavity is located

at the furthest point of the nose (the bridge of the nose). It is the

opening that connects the mouth with the nose. This connection is

where the *ghunnah* exits.

The *ghunnah* is a sound that is resonated and the tongue is not used to produce it. The duration of the *ghunnah* sound is for 2 counts. The *ghunnah* is produced in the following cases:

First, when the م has a *shaddah* (مّ)

Second, when the ن has a *shaddah* (نّ)

To understand how *ghunnah* works (and its significance), block your nose completely by pinching it with two fingers, then try to say a word with the letter *noon* or *meem,* or simply sound the letter (أنْ) or (أمْ). You'll notice that you are unable to sound these letters properly without the nasal passage being open (and producing *ghunnah*).

2. **English Pronunciation**

   a. **Definition**

   Pronunciation means how we say words. Based on dictionary, pronunciation is way which language or particular word or sound is spoken.[37] Most people speak the dialect of standard English with an accent that belongs to the part of the country they come or live in. pronunciation is also the act or result of producing the sounds of speech, including articulation, stress, and intonation, often with reference to some standard of correctness or acceptability.[38]

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[37] Victoria Bull, *Oxford Learner's Pocket Dictionary.*

[38] USA Learns, "English Pronunciation" https://www.usalearns.org/english-pronunciation (7 November 2018)

Pronunciation also refers to 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 (supra segmental 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. Each of these aspects of pronunciation is briefly outlined below, and references for further study are suggested.

A word can be spoken in different ways by various individuals or groups, depending on many factors, such as: the duration of the cultural exposure of their childhood, the location of their current residence, speech or voice disorders, their ethnic group, their social class, or their education.[39] This may refer to generally agreed-upon sequences of sounds that used in speaking when word or language in a specific dialect "correct pronunciation", or simply the way in particular individual speaks a word or language.[40]

There are two sub disciplines in linguistics which deal with sound, namely phonetics and phonology that is to provide an outline of the sounds of various English accents and how those sounds combine and pattern together; we will need two aspects of both. Phonetics provides objective ways of describing and analyzing the range of sounds human use in their

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[39] Paulston, Christina Bratt, Tucker, G. Richard, "Some Sociolinguistic Principles", In Labov, (February 14, 2003). William,. *Sociolinguistics: The Essential Readings*. Wiley-Blackwell, 234–250. ISBN 0-631-22717-2.

[40] April McMahon. *An introduction to English phonology*. (Edinburg. Edinburg University Press. 2002), 1.

language. More specifically, articulatory phonetics identifies precisely which speech organ and muscles are involved in producing the different sounds of the world's language.

In phonetic and phonology, articulating is the movement of the tongue, lips, jaw, and other speech organs (the articulators) in order to make speech sound. Sound is produced simply by expelling the air from the lungs. However, to vary the sound quality in a way that can be useful for speaking, two speech organs normally need to come close to each other and to contact each other. So as to create an obstruction that shapes the air in particular fashion.

Articulation can be shown with magnetic resonance imaging to demonstrate how the tongue, lips and jaw move and the rise and fall of the soft palate. Such movement alters resonant properties of the vocal tract, and imposes a "time-varying formant structure" onto the speech signal. The study of articulation in making speech is called articulatory phonetics.

b. Pronunciation is One of the Component of Speaking Skill

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. [41] Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse

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[41] Burns, A., & Joyce, H. *Focus on speaking.* (Sydney: National Center for English Language Teaching and Research. 1997), 74.

situations (e.g., declining an invitation or requesting time off from work), can be identified and charted.[42]

Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary *(linguistic competence)*, but also that they understand when, why, and in what ways to produce language *(sociolinguistic competence)*. Finally, speech has its own skills, structures, and conventions different from written language.[43] A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act.[44] Speech can flow naturally from one person to another in the form of dialogue. It can also be planned and rehearsed, as in the delivery of a speech or presentation.[45]

Speaking skills are the skills that give us the ability to communicate effectively. These skills allow the speaker to convey his message in a passionate, thoughtful, and convincing manner. Speaking skills also help to assure that one will not be misunderstood by those who are listening.[46]

Speaking is probably the language skill that most language learners wish to perfect as soon as possible. It used to be the only language skill that was difficult to practice online. This is no longer the case. English learners can practice speaking online using voice or video chat. They can also record and upload their voice for other people to listen to.

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[42] Brown, H.D. *Teaching by principles: an interactive approach to language pedagogy* (Englewood Cliffs, NJ: Prentice Hall Regents. 1994), 142.

[43] Carter, R. & McCarthy, *M. Grammar and spoken language. Applied Linguistics,* 16 (2), (1995), 141-158.

[44] Cohen, A. Developing *the ability to perform speech acts. Studies in Second Language Acquisition*, 18 (2),(1996), 253-267.

[45] Burns, A., & Joyce, H. ibid.

[46] Drew, S. & Bingham, R. *The student skills guide*. University of Newcastle Upon Tyne. (Alder shot: Gower.1997), .37.

So peaking here is one of the ways to express ideas, feelings, experiences and knowledge to other people in formal or informal situation. Lacking the ability to communicate orally, people cannot succeed in school or society.

Communication is the backbone of our society. It allows us to form connections, influence decisions, and motivate change. Without communication skills, the ability to progress in the working world and in life, itself, would be nearly impossible. Public speaking is one of the most important and most dreaded forms of communication. Therefore, students must practice to speak English as often as possible so that they are able to speak English fluently and accurately. A part of that, to speak English, we have to know some important component.

The component is what aspect influencing how well people speak English. Here is the component of speaking skill according to Syakur. Speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, and fluency.[47]

1) **Grammar**

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton that student's ability to manipulate structure and to distinguish appropriate grammatical form in appropriate one. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written

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[47] Syakur. *Language Testing and Evaluation*. (Surakarta: Sebelas Maret University Press. 1987), 5.

form.[48] Grammar is defined as a systematic way of accounting for and predicting an ideal speaker's or hearer's knowledge of the language.

The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language.[49] Thus, from the statements above can be concluded that the function of grammar is to arrange the correct meaning of sentences based on the context; in addition, it is used to avoid misunderstanding in each communicator.

The statement above can be concluded that grammar is a rule that is needed for the students to combine correct sentences in conversation both in written and oral forms. Grammar refers to the fundamental principles and structure of the language, including clear and correct sentence construction and the proper forms of words.

2) **Vocabulary**

Vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structure and function we may have learnt for comprehensible communicative. It can be said that one key the success in communicative, which is the power of words.

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form. Having limited vocabulary is also a barrier that precludes

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[48] Heaton. *Writing English Language Test.* (London: Longman. 1978), 5.
[49] Harmer, Jeremy. *The practice of English Language Teaching* .(England: Longman. 2002), 12.

learners from learning a language. Language teachers, therefore should process considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed.

Make sure that they explain the meaning as well as the spelling and pronunciation. Vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and written.

3) Pronunciation

Pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand.[50]

English pronunciation does not amount to mastery of a list of sounds or isolated words. Instead, it amounts to learning and practicing the specifically English way of making a speaker's thoughts easy to follow. Moreover, pronunciation includes all those aspects of speech which make for an easily intelligible flow of speech, including

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[50] Kelly Gerard. *How to Teach Pronunciation,:* (Copp Clark LTD. 2000), 11

segmental articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact.

Based on the statement above can be concluded that Pronunciation includes many aspects that include articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact.[51]

4) Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "errs". These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message.[52]

Fluency generally increases as learner's progress from beginning to advanced readers and writers. Language teachers who concentrate on fluency help their students to express themselves in fluent English. They pay more attention to meaning and context and are less concerned with grammatical errors. Typical fluency activities are: role plays, speeches, communicative activities, games. Balancing the accuracy and fluency should be the main aim of us as the English teachers.

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[51] Kelly Gerard. *How to Teach Pronunciation*, 16.
[52] Brown, *Teaching by principles: an interactive approach to language pedagogy*, 4.

5) **Accuracy**

Accuracy is the ability to produce correct sentences using correct grammar and vocabulary. Accuracy is relative. A child in early primary isn't capable of the same level of accuracy as an adult. Teachers who concentrate on accuracy help their students to produce grammatically correct written and spoken English. Typical accuracy activities are: grammar presentations, gap-fill exercises, frame dialogues.

c. **English Place of Articulation**

The place of articulation is the location at which two speech organs approach or come together in producing a speech sound, as in the contact of the tongue and the teeth to form a dental sound. Sounds are described not by how they sound to the ear, but rather how they are produced in the vocal tract. There are many kinds of place articulation and the different sounds in English, they are so named, and each sound is described based on how the vocal organs interact with each other in producing each specific sound. In fact, the word articulate actually means move. Sounds are produced my moving the articulators (things that can be moved) within the vocal tract (lips, tongue, etc.).

Place of articulation is defined in terms of the articulators involved in the speech gesture. It is common to refer to a speech gesture in terms of an active articulator and a passive articulator. An active articulator is the articulator that does all or most of the moving during a speech gesture. The active articulator is usually the lower lip or some part of the tongue. These

active articulators are attached to the jaw which is relatively free to move when compared to parts of the vocal tract connected directly to the greater mass of the skull. A passive articulator is the articulator that makes little or no movement during a speech gesture. The active articulator moves towards the relatively immobile passive articulator. Passive articulators are often directly connected to the skull. Passive articulators include the upper lip, the upper teeth, the various parts of the upper surface of the oral cavity, and the back wall of the pharynx.[53]

The places of articulation used in English are vowel and consonant. First is vowel. Vowels are some of the continuous voiced sound produced without obstruction in the mouth unaccompanied by any frictional noise. Vowels classify into 5 based on the position of the tongue:

1) Front vowels, in the production of which the 'front' of the tongue is raised in the direction of the hard palate. For example, /i:/ in /fi:d/ feed.

2) Back vowels, in the production of which the 'back' of the tongue is raised in the direction of the soft palate. For example, /u:/ in /fu:d/ food.

3) Central vowels, when the position of the tongue is in the middle or in the intermediate of front and back. For example, / :/ in /b :d/ bird.

4) Close vowels, when the tongue is held as high as possible consistently with not producing a frictional noise. For example, /i:/ in /fi:d/ feed and /u:/ in /fu:d/ food.

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[53]Macquarie University. 2009. *Phonetics and Phonology*. Sidney. - http://clas.mq.edu.au/speech/phonetics/phonetics/consonants/place.html (26 February 2018)

5) Open vowels, when the tongue is held as low as possible as in /a:/ in /fa:ð / father.

The second is consonant. A consonant is a speech sound that is not a vowel. It also refers to letters of the alphabet that represent those sounds. Consonants are all the non-vowel sounds, or their corresponding letters: A, E, I, O, U and sometimes Y are not consonants. The following is some categories of consonant in place of articulation.

1) **Bilabial**: Both lips come together; we could say that the lower lip is the active articulator and the upper lip the passive articulator, though the upper lip usually moves too, at least a little. English bilabial sounds include in **p, b** or **m**

2) **Labiodental**: Lower lip contacts upper teeth, the active articulator and the upper teeth are the passive articulator, as in **f or v**

3) **Dental**: Tongue tip or tongue blade (part just behind the tip) contacts upper teeth, as in the two **th** sounds (e.g. thin vs. this)

4) **Alveolar**: Tongue tip contacts the alveolar ridge (the gums just behind the teeth), as in t, d, n, or l or tongue blade contacts the alveolar ridge, as in **s** or **z**

5) **Post alveolar**: Tongue blade contacts the post alveolar region behind the alveolar ridge, as in **sh, ch, zh**, or **j**; or tongue tip contacts the post alveolar region, as in **r**

6) **Palatal**: Middle of tongue approaches or contacts the hard palate. The active articulator is the tongue body and the passive articulator is the hard palate, as in **y**

7) **Velar**: Back of tongue contacts the soft palate (or "velum"), as in **k, g** or **ng**

8) **Labiovelar**: Back of tongue approaches the soft palate and lips also come close to each other, as in **w**

9) **Laryngeal**: No obstruction anywhere but in the vocal cords down in the throat, as in **h**

The place of articulation is clearest for consonants, where there is generally a significant amount of obstruction. For vowels, parts of the tongue moves closer to the roof of the mouth, but there is still enough of a gap that it is difficult to perforate specify the location of maximum obstruction. As a result, vowels are normally described by height and front-ness of the tongue (as well as amount of rounding of the lips) rather than by a specific place of articulation. For example, the vowel in the first syllable of father is a low back unrounded vowel; the vowel in tooth is a high back rounded vowel, and the vowel in men is a low-mid front unrounded vowel.[54]

Picture 2.3 English place of articulation

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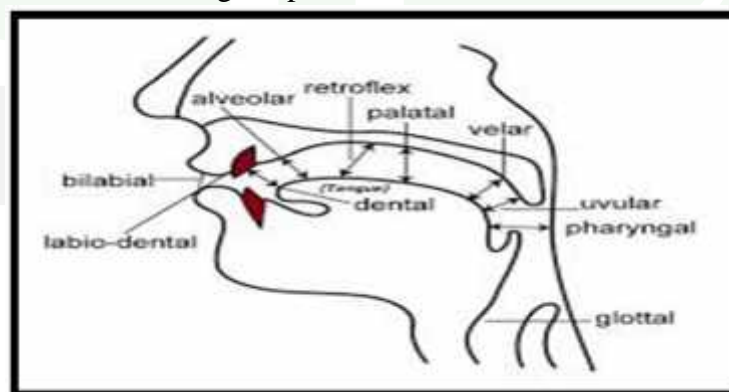
[54] Peter Roach, *English Phonetics And Phonology*, (New York, Cambridge university press, 1991), 7-9.

3. The Correlation between Arabic and English Pronunciation

Arabic and English are two of the four most widely spoken languages in the world, but their popularity is not a product of their similarity. In fact, English and Arabic are different languages in several significant ways. Even though Arabic and English they have similarity in dividing letter; vowel and consonant. The explanation below based on Nick Robinson research in his article.

The vowel sound; the English alphabet only has five vowels, but those vowels can combine to form 22 distinctive vowel sounds. While the Arabic alphabet includes six regular vowels and two occasional vowels, much like the letter "y" acts in English. However, these vowels only make one sound each. That means English has almost three times as many vowel sounds as Arabic.

The consonant sound; Stark differences separate the consonant sounds that are common in English and Arabic. English completely lacks six different phonemes present in Arabic, which is why many Arabic words are very difficult to translate into English. ABC News noted, for example, that English translators have used at least 112 different transliterations to identify the former Libyan dictator Moammar Gaddafi. Many Arabic sounds are difficult for English speakers to vocalize because they rely on contraction of the epiglottis, a region of the larynx not commonly used in English speech.[55]

Phonology; English has about three times as many vowel sounds as Arabic, so it is inevitable that beginning learners will fail to distinguish between some of the

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[55] Nick Robinson, "Language Differences of Arabic and English", https://classroom.synonym.com/language-differences-arabic-english-7933127.html (06 Juni 2019)

words they hear, such as *ship / sheep* or *bad / bed*, and will have difficulties saying such words correctly.

Problems in pronouncing consonants include the inability to produce the th sounds in words such as this and thin, the swapping of /b/ and /p/ at the beginning of words, and the substitution of /f/ for /v/. Consonant clusters, such as in the words *split*, *threw* or *lengths*, also cause problems and often result in the speaker adding an extra vowel: *spilit*, *ithrew* or *lengthes*.

In Arabic word stress is regular. It is common, therefore, for Arab learners to have difficulties with the seemingly random nature of English stress patterns. For example, the word **yes**terday* is stressed on the first syllable and *to**morr**ow* on the second.

The elision (or swallowing) of sounds that is so common in spoken English is problematic for Arab speakers, and they will often resist it. (Consider, for example, how the questions *What did you do?* or *Do you know her?* are said in conversational English: *Whatcha do? / Jew know her?*) This aversion to elision and the use of glottal stops before initial vowels are the primary reasons for the typical *staccato* quality of the spoken English of Arab learners.[56]

Upon a comparison of Arabic with English, it becomes obvious that there are many linguistic basics in English - especially in the similarity in pronunciation of letters despite differences in spelling - however, the language's effective power is taken from the power of the control of its

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[56] Frankfrut International School, "The differences between English and Arabic", http://esl.fis.edu/grammar/langdiff/arabic.htm (06 Juni 2019)

speakers over this present age, which has made its spread easier than other language.

One of the biggest problems that affect not a small percent of graduates of some Arab countries who find themselves insufficiently qualified in writing and expressing themselves in their Arabic language and face difficulties with it, which makes them take refuge to learn it all over again in advanced levels as if they were nonnative speakers.[57]

The other explanation for Arabic and English pronunciation comes from Ali K. Altamimi that has investigated about whether the use of the minimal pairs' strategy improves English pronunciation of unfamiliar consonant sounds for native Arab student in a 2nd intermediate grade in Saudi Arabia, and the result of his study showed that among the 6 English consonant phonemes observed, consonant phonemes /p/ (76.92% to 7.69%) and / / (92.30% to 23.07%), both of which showed a difference of 69.23%, followed by / / (84.61% to 30.76%) with a difference of 53.84%, /v/ (53.84% to 15.38% with a difference of 38.46%. The least improvement is observed in the consonant phoneme /t / (23.07% to 0%) with a difference of 23.07%.

Next related result of this research comes from Mohammed Shariq the student of College of Science and Arts, Methnab, Qassim University, Saudi Arabia with the title "Arabic and English Consonants: A Phonetic and Phonological Investigation" 2015. He said on his research that language learning starts with the sound system of a language. As discussed earlier in his article, language is an essential asset to human beings in which speech is

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[57] Basma Ahmad Sedki Dajani and Fatima Mohamad Amin Omari / Procedia - Social and Behavioral Sciences 82, *A Comparison Between the Arabic and the English Language*, (2013) 701 – 706

primary. It is necessary for the language learners to be trainedthe way by which Arabic and English sounds are pronounced with accurate consideration to their places and manner of articulation. It is with this aim that the similarities and dissimilarities between Arabic and English consonantal sounds have been elaborated to mark the problems faced by the EFL learners in Saudi Arabia. The teachers can prepare there medial help for the English learners to get over the problem of pronunciation. However, language learning, and specifically foreign language learning, is a long process that requires continuous and comprehensive training and evaluation of both the teachers and learners. With this presumption as the starting point, pedagogical changes followed by in and pre service training of EFL teaching community can go a long way to ensure desirable outcomes for the learners.

The next result that support to this research come from Farheen Javed the student of Department of English, Roorkee Engineering & Management Technology Institute, India with the title "Arabic and English Phonetics: A Comparative Study" 2013. The research explains the differences and similarities to accommodate one's language who learns English or Arabic as a second language with the correct pronunciation. That research tries to distinguish between these two systems, and it shows many things about English consonants and vowels. It gives many of information about classification of consonants and description of speech sounds of both consonants and vowels. In addition to these things, this research gives us a clear comparison between these two systems, as there are some consonants restricted to English and others restricted to Arabic. There is another

comparison for vowels and diphthongs between Arabic and English Most sounds in English and Arabic correspond perfectly. We have to devote time to recognize the different sounds of hard and soft letters. And learn the alphabet. In conclusion, the purpose of this research which is to help people to pronounce sounds properly is fulfilled through this kind of comparative study between the sound systems of English and Arabic.

This is short explanation from Farheen Javed that researcher concluded, he said that:

Similarities between Arabic and English are:

• They're two different languages.

• They also have different alphabets. The English alphabet has 26 letters while the Arabic alphabet has 28 letters.

• English is written/ read from left to right while Arabic is written/read from right to left.   :English in found not are sounds/letters Arabic Some

• The English sounds /p/ and /v/ are not found in Arabic.

• The Arabic sentence may not contain a verb. The usual word order in English is SVO (subject then verb then object), while the usual word order in Arabic is VSO.

• Most words in Arabic have different forms for male/female and singular/plural.

The explanation above shows that there is correlation between Arabic and English pronunciation that investigated from these similarities both languages especially on place of articulation.

CHAPTER III

FINDING AND DISCUSSION

A. Description of Research Objective

1. Institution Profile

Foreign Language Development Institute (FLDI) is one of the non-formal educational institutions under the auspices of the Nurul Jadid Islamic Boarding School Foundation. The establishment of FLDI began with the pretension of KH. Zaini Mun'im to equip students of Islamic boarding school of Nurul Jadid in the field of Arabic and English skills as an effort to prepare and produce young / santri generation able to compete in the world of international affairs that are reliable and high quality in the field of Arabic and English while continuing to strengthen the mastery and understanding of yellow books as a characteristic of students of Islamic boarding school of Nurul Jadid.[58]

2. Vision and Mission of Institution

Vision:

"Being a leading foreign language development institution in organizing education and teaching, *da'wah* and studies based on leadership values to produce graduates who are skilled in foreign languages"

Missions:

- Organizing Islamic-based education and teaching to produce devoted and noble graduates.

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[58] FLDI's documentary, 1

- Organizing professional education and teaching to produce skilled foreign language graduates, both active and passive

- Organizing comprehensive education and teaching to produce graduates who can support the efforts of Islamic *da'wah* through foreign language skills possessed

- Carry out intensive studies in an effort to develop foreign language skills

- Implement Islamic values and maintain professionalism in carrying out their duties and institutional vision[59]

3. **Organizational Structure of Institute**

Responsible Agency : Education Bureau PP. Nurul Jadid

Consultant Council : KH. Najiburrahman Wahid, M. Ag

: K. Imdad Robbani, M. Th. I

: NY. Hj. Umi Hani'ah, S. Th. I

: NY. Mamnuhatur Rohmah

LPBA Director : K. Muhammad Al-Fayyadl, M. Phil

Deputy Director I : Taufik Hidayah, S. Pd

Deputy Director II : Siti Ruqoyyah, S. Kom

Central Treasurer : Fajar Hadi P.

: Faith

: Lu'luul Maknunah

Administration

Adm. Curriculum & Secretariat : Agil Fahmi Attaufiqi

: Iftitahur Rohmah

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[59] FLDI's documentary, 3-4

	: Masrurotul Qulub
Adm. Student	: Abdul Latief
Facilities, Assets & Media	: Rizal Hidayat

Divisions

The Head of Student Section	: Nafi Afifuddin Zuhud
Arab Fosterage Dalbar	: Barirotul Ummah
English Fosterage Dalbar	: Widiana Sari
Arab Fosterage Daltim	: Muzayyanah
English Fosterage Daltim	: Nurul Fadilah
Curriculum	: Arfan Hidayatullah
Net Working	: Moh. Yahya
Inter-Regional Program Coordination	: Moh. Firman Karimullah
	: Zulfikar Prayogi
	: Abd. Wafi
	: Wiwin Ariyanti
	: Dinia Arifah Riganita[60]

B. Data Display

Based on the results of the research that has been conducted, the results of the study are presented in the form of presenting data or data display that is in accordance with the results of measurements previously made. This research belongs to correlation quantitative research. There are two variables in this research namely student's ability on Arabic *nathqul lafdzi* and English pronunciation because the researcher wants to find out and prove an assumption

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[60] FLDI's documentary, 5-6

says that who are good/ *fashih* at reciting holy Qur'an by *tajweed*, they are automatically good at English by finding the correlation between student's ability on Arabic *nathqul lafdzi* and English pronunciation.

1. **Vowel**

A vowel is a sound produced with a comparatively open configuration of the vocal tract. In everyday language, a vowel is a letter (sound) of the English alphabet that is not a consonant.

The result test of *hijaiyah* and phonetic showed that all students (14 students) can pronounce vowel letter both languages well, it means that 100% of students studied they have good pronunciation in vowel letters.

2. **Consonant**

A consonant is a letter (sound) of the English alphabet that is not a vowel. More specifically, a consonant is a sound that when paired with a vowel makes a syllable.

The result test of *hijaiyah* and phonetic showed that 100% from 14 students they can pronounce the letter of *hijaiyah* and include too high quality score categories, and also 100% they can pronounce the letter of phonetic that include too high quality score categories. Pronunciation errors occur in the range 4-12. The result showed in table 3.1 and 3.2 in appendix.

The purpose of this test to know how far student understands on Arabic (*hijaiyah*) and English (phonetic), they read all letters both languages.

3. **Similarities and Differences between Arabic *Nathqul Lafdzi* and English Pronunciation**

The table in the bellow is the summery of the similarities and the differences of English and Arabic alphabets based on place of articulation.

Table 3.6 Similarities of English and Arabic Alphabets Based on Place of Articulation

No	Similarities		Analysis
	Language	Alphabets based on place of articulation	
1	2	3	4
1.	English Arabic	/b/: by bringing the lower lip and the upper lip. : by involving two lips	The two explanations mean one, which is using two lips each other.
2.	English Arabic	/t/: by involving the tip of the tongue and alveolar ridge. : by touching the tip of the tongue with the upper gums.	Alveolar ridge is similar to upper gums. The place of the organ speech is just the same. /t/ and are produced from the same speech organ by involving the tip of the tongue and alveolar ridge or upper gums.
3.	English Arabic	/th/: voiceless interdental fricative : by putting pressure on the edge of the 2 upper incisor teeth.	The tongue tip or tongue blade (part just behind the tip) contacts upper teeth
4.	English Arabic	/j/ : Tongue blade contacts the post alveolar region behind the alveolar ridge : voiced palatal affricate	The middle part of the tongue comes in contact with what lies opposite to it from the roof of the mouth.
5.	English Arabic	/d/: by involving the tip of the tongue and alveolar ridge. : by touching the tip of the tongue with the upper gums.	Alveolar ridge is similar to upper gums. The place of the organ speech is just the same. /d/ and are produced from the same speech organ by involving the tip of the tongue and alveolar ridge or upper gums.

1	2	3	4
6.	English Arabic	/k/: by contacting the back of the tongue and the velum. : by touching the back of the tongue to the palate but the back of the tongue is more lowered.	Under the palate its mean velum. By touching the back of the tongue to the palate but the back of the tongue is more lowered in Arabic my mean touching the back of the tongue and velum.
7.	English Arabic	/f/: by placing the lower lip against the upper teeth. : by touching the lower lip to the upper teeth.	Both sounds similarly involve the lower lip and the upper teeth.
8.	English Arabic	/s/: by involving the tip of the tongue and alveolar ridge. : the tip of the tongue almost meets the front upper teeth.	Almost meets the front upper teeth in means alveolar ridge.
9.	English Arabic	/z/: by involving the tip of the tongue and alveolar ridge. : the base of the lower teeth with the tip of the tongue.	Both sounds are principally produced from the tip of the tongue and alveolar ridge.
10.	English Arabic	/r/: tongue tip contacts the post alveolar region : voiced dental trill	The two explanations mean one; the tongue tip contacts the post alveolar region.
11.	English Arabic	/m/: Both lips come together : voiced bilabial nasal	Pronounced by the meeting of the dry outer parts of the lips, and pushing air through the nasal passage.
12.	English Arabic	/h/: the mid-point of the throat : voiceless pharyngeal constricted fricative	No obstruction anywhere but in the vocal cords down in the throat
13.	English Arabic	/y/ : Middle of tongue approaches or contacts the hard palate : voiced palatal glide	The tongue body and the passive articulator is the hard palate

1	2	3	4
14.	English	/w/: Back of tongue approaches the soft palate	It means the lips also come close to each other
	Arabic	: voiced bilabial glide	

Table 3.7 Differences of English and Arabic Alphabets Based on Place of Articulation

No	Differences		Analysis
	Arabic	**English**	
1	2	3	4
1.	: voiceless glottal stop	-	not a phoneme in English but found in some exclamations, e.g. "oh-oh"
2.	: voiceless glottal fricative	-	not a phoneme in English but found in some exclamations, e.g. "house"
3.	: voiced pharyngeal fricative	-	Purely Arabic. a constriction of the throat and an expulsion of the breath with the vocal cords vibrating
4.	: voiced interdental fricative	-	not a phoneme in English but found in some exclamations, e.g. "there"
5.	: voiced post-interdental emphatic fricative	-	the counterpart of
6.	: voiceless post-dental emphatic stop	-	the counterpart of
7.	: voiced post-dental emphatic stop	-	the counterpart of
8.	: voiceless post-dental sibilant emphatic	-	the counterpart of ; all the 'emphatics' are pronounced with the back of the tongue slightly raised
9.	: voiceless palatal sibilant	-	not a phoneme in English but found in some exclamations, e.g. "she, shut"

1	2	3	4
10.	ː voiceless velar fricative	-	not a phoneme in English but found in some exclamations, e.g. 'ch' as in German "Bach"
11.	-	X : fricatives formed in the back of the mouth	Purely English. Friction in the pharynx is created by drawing the root of the tongue backwards, almost as if being strangled, though not quite as extreme.
12.	-	V : Lower lip contacts upper teeth	Purely English. The lower lip articulates with the upper teeth and an expulsion of the breath with the vocal cords vibrating (stressed)
1.3	-	P : Both lips come together	Purely English. The point of maximum constriction is made by the coming together of the two lips.

4. **Test Result**

In this research, the researcher used validity test research that is pronunciation test by using reading aloud, recording, understanding the list of pronunciation both English and Arabic as instrument and also documentation using transcript.

Pronunciation Test (reading text and reciting Qur'an)

The researcher used is English pronunciation and Arabic *nathqul lafdzi* test (see appendix 3 and 4). This test also given for the other 14 students of FLDI Nurul Jadid, the score was shown in the table based on each test. The result statistical computing value of r- is compared with the r-table of product moment with the significance level 5% (see appendix r table). The result showsed that the r- statistic is higher than r-table; it means that there is correlation between the two variables. See appendix table 3.4 and 3.5

C. Analysis and Hypothesis Testing

Hypothesis testing research that examines the relationship between Arabic *nathqul lafdzi* and English pronunciation is calculated by correlation analysis that using a Pearson product moment formula, the result is 0.664. These results are then consulted with r table of 0.532 (= 0.05 and N = 14). The results of the consultation show that r count r table, 0.664 0.532. This shows that **"there is a relationship between Arabic *nathqul lafdzi* and English pronunciation at FLDI Nurul Jadid".**

Next step is to find out the level of significance between Arabic *nathqul lafdzi* and English pronunciation, then use t formula, the total result is 3,076 this is for t count, then the results are compared with the value of t in the critical value table t. at the significance level of 5% and the degree of freedom n-2 which is 14-2 = 12, the value found that is 2,179 (see appendix t table). The results of the consultation show that t count t table, 3,076 2,179. This shows that **"there is a positive significant correlation between Arabic *nathqul lafdzi* and English pronunciation at Foreign Language Development Institute of Nurul Jadid".** Based on the criteria in table 1.2, the correlation coefficient obtained is 0.664, it means that correlation coefficient is positive enough.

D. Discussion

After the researcher conducted a correlation analysis, the correlation coefficient and significance value was obtained. Correlation coefficients are used to determine the closeness and direction of the relationship, while the significance value is used to determine whether the relationship that occurs means or not. To find out the closeness of the relationship it can be seen in the magnitude of the

correlation coefficient with the guidelines, namely: if the coefficient is getting closer to the value of 1 or -1, there is a strong or close relationship, whereas if the coefficient is closer to 0, the relationship is weak.

Referring to the results of calculations and analysis of research data, it appears that there is a positive relationship between Arabic *nathqul lafdzi* and English pronunciation. The discussions will be discussed as follows:

1. **Vowel**

   Arabic

   The students of FLDI Nurul Jadid already know about the vowel in Arabic, they can differ which one is short and long vowel, it can be seen from the data that displayed by using the test to pronounce the letter of *hijaiyah.* They have an activity that focuses on study about that, they called the vowel in Arabic as "*mad*". Mad is lengthening the reading when letter of *hijaiyah* meet the other letters which are included in Mad law. This can be said that Mad Law is a law used to regulate the length / short of a reading in the Qur'an.[61]

   Vowels are the sounds of language produced by the vocal cords vibrations, and without constriction in the sound channel above the glottis. Glottis is the gap between the two membranes in the larynx.[62] The term vowel in Arabic is equivalent to / *syakl* / (   ) which have the plural / *asykal* / (   ).

   Arabic has only three vowels ("a", "i", "u"), each of which can be either short or long. Long vowels are pronounced for about twice as long as short vowels. Then classified into six vowels, namely three short vowels, and three long vowels, and are added with two diphthongs. Six vowels and two

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[61] Acep Lim Abdurohim, *Pedoman Ilmu Tajwid Lengkap,* 135
[62] Peter Roach, *English Phonetics and Phonology*, 26

diphthongs in Arabic are / u /, / a /, / i /; / u: /, / a: /, / i: /; aw ( ), and ay ( ). The letters *waw, alif*, and *ya'* serve as long vowels, short vowels indicated by signs that are above or below the consonants brought by them. Almost all modern Arabic writings have no vowel markers given and readers are required to draw their own conclusions about the vowel signs.

From the above explanation, we can say that vowels in Arabic are easy to pronounce, we only need to pay attention when the letter meet the other latter to know the long / short of the reading (reciting Qur'an), we have to accustomed in reciting, so we can differ it easily.

English

A phonological unit that is realized in pronunciation without shifting; for example [a, i, u, e, o] are vowels in English phonetic. Sometimes "y" becomes a vowel. Depending on which word "y" is being used in, it can represent different sounds. In words like "myth" or "hymn," the letter takes on a sound like a short "i" and the mouth and throat don't close when the sound is made. However, in words like "beyond," it acts as a bridge between the "e" and the "o," and there is some partial closure, making "y" a consonant.

The other letter that has the same qualities as "y" is "w." While "w" is almost always a consonant, it is considered a vowel at the end of words like "wow" or "how." You can see for yourself when saying these words that your mouth doesn't fully close while pronouncing the letter.[63]

From the above explanation and the data displayed, the students of FLDI Nurul Jadid mostly can pronounce the vowel in English but their error

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[63] Peter Roach, *English Phonetics and Phonology*, 10.

happen in differing the long / short vowel when they read a word / sentence, they confess that they find the difficulties when they have to say long or short words based on phonetic, they have to memorize one by one words and have to accustomed in reading and checking the word in dictionary. As we know, vowel in English is more completed then Arabic. It is because there is no sign of when to read the short and length of a word.

2. **Consonant**

Arabic

There are 28 letters in the Arabic alphabet, all of which represent consonants. Three letters can also represent long vowels in certain contexts, namely *alif* ( ), *w w* ( ), and *y* ( ). Short vowels are not part of the alphabet. Most of the letters are arranged in groups of two or three with similar shapes, and are distinguished only by the presence and placement of small dots above or below the basic structure of the letter.

The Arabic language is written not only with the letters of the alphabet, but also with a number of characters which are not considered part of the alphabet. These include variant spellings, short vowel markers, various other markers of pronunciation and grammar, and a peculiar shape-shifting consonant called *hamzah*. Some of these characters are required for correct writing, while others are optional in most texts and seldom written.

There are some letters in Arabic (*hijaiyah*) tht difficult to pronounce by students of FLDI Nurul Jadid, for example like   that has similar pronunciation with   but actually the place of both letters are different, they confess that   is more complicated to pronounce so most of them cannot say

that letter well. The next example in letter   and   , it difficult to pronounce because they have the same place of articulation but actually they are different, letter   is more stressed because the air that will come out from the mouth (when the tip of the tongue touches the tip of the tooth) is held first and then released, while the letter   is not, which is when the tip of the tongue touches the tip of the tooth. We only need to accustom to read those letters and we can difference it well.

The next difficulties in pronouncing letter of *hijaiyah* is   and   , why? Because when we pronounce that letter we are like people whistling, and many students cannot do it. The Changing of the letter /   / be /   / this happens because /   / in Indonesian is denoted by the letter / sh / that is heavy thick sound while /   / is represented by the letter / s / that is a light thin sound. The letter / s / is more often found in Indonesian words and is easier to pronounce than the letter / sh /.

The next letter is   and   , the changes in letters /   / become /   / occur because /   / in Indonesian denoted by letters / 'ain / whereas /   / denoted by letters / ha /, letters / ha / more often found in Indonesian words and easier to pronounce from on letters / ain /. This is also caused by the same place of articulation, the middle throat. In addition, the same location of articulation between letters /   / and /   / called   where both sounds are produced by bringing the tongue's roots closer to the back wall and throat and allowing air to pass through it. Sometimes letter   changes into letter   , because most people want to make it easy to pronounce whereas when we change the word we also change the meaning.

The next difficulties are the changing from letter /   / to /   / occur because of the influence of the habits of the first language (mother tongue), namely the Javanese / Madura's dialect. The letter /   / in Indonesian is denoted by letters /   a / whereas /   / symbolized by letters / ha /, letters / ha / more often found in Javanese dialects and easier to pronounce than letters /ha/.

English

The followings are the consonant sounds which were inaccurately pronounced by students of FLDI Nurul Jadid when they do the test (list of phonetic). The accuracy was determined with the phonetic transcription provided in The Oxford Advanced Learner's Dictionary. The inaccurate production of the consonants will be described through the phonetic theories of consonants proposed by Roach and April which focus on the voicing and the place of articulation.

The sound [v]

The English consonant sound [v] is described as a voiced, labiodentals and fricative sound which means that its production should fulfill those three main features of [v] sound.[64] The problem encountered by the students of FLDI Nurul Jadid in accordance with the sound [v] was the voicing while they dealt with the manner and place of articulation correctly. Some of them devoiced the sound [v] that eventually resulted in the production of the sound [f]. This is because the sound [v] and [f] have the same manner and place of articulation, but the sound [f] is voiceless which the sound [v] is voiced. In simplicity, the research subjects substituted the sound [v] with the sound [f].

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[64] Peter Roach, *English Phonetics and Phonology*, 47.

The sound [ð]

The English consonant sound [ð] is described as a voiced dental fricative sound that its production should fulfill those three main features of [ð] sound.[65] The problem encountered by the students is regarding of the sound [ð] arose in two position; initial and final.

In the case of the sound [ð] in the initial position, the research subjects articulated the /ð/ in the improper way of the manner and the place of articulations while the voicing remained correct. One student did not touch her tongue to the dental area, but to the nearest place of articulation which was the alveolar ridge and changed its manner of articulation to be a stop or plosive. Thus, this eventually resulted in the production of the sound [d] which substituted the sound [ð]. This kind of substitution happened, for example in the words "the" /ð / and "then" /ðen/. The substitution of the initial [ð] with the sound [d] by the research subjects made them pronounced /d / and /den/.

The sound [ ]

The following explanation shows that the sound [ ] which was substituted with sound [t] by the student occurring in the initial and final position and the substitution of the sound [ ] with [s] in the initial position committed by the student.

Phonetically, the sound [ ] is described as a voiceless dental fricative sound.[66] Those three phonetic aspects should be occupied when producing the sound [ ]. However, some of the students in some cases did not meet two of

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[65] Peter Roach, *English Phonetics and Phonology*, 49
[66] Ibid, 49

the three phonetic aspects when they articulated the sound [ ]. They changed the place of articulation of the sound [ ] from dental to alveolar.

The sound [z]

The following explanation is about the sound [z] which was substituted with the sound [s] by the students during the research. The sound [z] is a consonant sound whose articulation should be conditioned through three phonetic aspects: voiced, alveolar and fricative. Those three aspects should be properly conditioned on the whole in order to produce the proper sound [z]. Unless the three aspects are completed, the articulator will distract the sound [z] into another possible sound.

Some of the subjects encountered a problem when they had to deal with the sound [z]. They could cope with the manner and the place of articulation of the sound [z], but they devoiced it that resulted in the production of a voiceless, alveolar and fricative sound. This sound can be addressed as the sound [s]. The sound [s] is similar to the sound [z] in terms of manner and place of articulation, but they differ in the voicing. The sound [z] is voiced while the sound [s] is voiceless.

3. **Similarities and Differences between Arabic *Nathqul Lafdzi* and English Pronunciation**

Basically, the sound system in Arabic is similar to the sound system in English. However, there are several vowels in English that do not appear in Arabic. Some consonants of English do not appear in Arabic either. In Arabic also known as diphthongs and in English, pressure is very important because it influences the meaning of a word, whereas in Arabic, the pressure is not so

important because it does not affect the meaning of a word but in Arabic, if it changes a letter, the meaning also changes, therefore, in reciting Qur'an must be careful in pronounce a letter, and we are obliged to recite the Qur'an in *tartil* which is good and true both in *makhraj* and *tajweed*. In addition, in English there is aspirated sound, which means the sound, accompanied by the blowing of air that follows it when spoken.

In English, the classification of the place of articulation is based on what organ a sound is produced as in Arabic as well. The names of articulation of each are different. Principally, there are similarities of articulation between the two languages, but the description literally used to explain each category is different.

The classification of consonant sounds between English and Arabic is also different. The differences lie on the way of grouping the consonant into what group they belong to. In English, the classifications of sound are more specific, while in Arabic is vice versa. It can be seen from bilabial and labiodental in English and *asy-syafatain* in Arabic. Bilabials are purely produced from two lips while labiodentals are produced by combining lower lip and upper teeth. Therefore, the classification among sound [b], [m] and [f] are differentiated. [b] and [m] belong to bilabials and [f] belongs to labiodentals. In Arabic, every sound that produced from lips is grouped into *asy-syafatain* because *as-syafatain* means lip. Meanwhile bilabial is all lips and labiodental is lip and teeth.

4. **Student's Ability on Arabic *Nathqul Lafdzi* and English Pronunciation**

In this study, the result of the data was calculated in order to know whether there is correlation between student's ability on Arabic *nathqul lafdzi* and English pronunciation for students of FLDI Nurul Jadid and the explanation below will show their ability based on writer's observation.

Before we know the ability of student we have to know the background activities that support their language skills. FLDI Nurul Jadid has several program activities that support students in improving language skills; in this case the program is divided into two, namely intra-curricular and extra-curricular.

a. **Intra-Curricular Program**

In the context of implementing various programs to improve the quality of education and teaching activities, LPBA has a variety of activities that can be divided into daily, weekly, monthly, periodic and annual activities and other activities that are life skill oriented, also accompanied by controls, evaluations and adjustments to the development of science and technology today which has penetrated rapidly into the life sector of society so that it runs optimally with the expected results.

1) Daily Program

Teaching staff also play an active role as educative staff, in the implementation of all activities the teachers always intend to oversee and assist students in the form of direct communication both individually and collectively so that the teaching and learning process refers more to the field of active skills.

Among the daily activities carried out by FLDI to improve the quality of students and teachers are:

Accompaniment

Activities carried out by management staff and educative staff by assisting the implementation of various activities is involved directly in the forum of activities carried out, as well as accompanied by the delivery of material and comments on the development of students' skills abilities.

Language Environment

As a form of integrity and optimal efforts in order to ground Foreign Languages (Arabic-English) in FLDI and make Foreign Languages the language of everyday communication and inseparable parts of students, all students and management staff, educators and education must use foreign languages (Arabic-English) in the Islamic boarding school of Nurul Jadid Paiton Probolinggo environment. This language environment is a forum for FLDI citizens to develop Foreign Languages (Arabic-English).

Class Control

To anticipate class vacancies, teacher delays in teaching and other matters, FLDI intensified classroom and dormitory control activities of students and teachers during the teaching and learning process taking place in rotation by curriculum staff and general auxiliary staff of the institution.

Boarding Control

In an effort to establish an active dormitory environment and a conducive language climate, all management staff and teaching staff conduct direct supervision in each room alternately, even though managers and instructors are not only limited to supervision, but try fully to make communication interactions with Arabic / English which is expected to be realized in the daily lives of students and teaching staff.

2) Weekly Program

Teaching Evaluation

To maximize classroom management and delivery of material by teachers to students have been sought, by implementing *naqdut-tadris* (teaching evaluation) activities carried out jointly by all educative staff by emphasizing attention to the correctness of the subject matter and the accuracy of teacher teaching methods.

Deepening of Language Learning Materials

To achieve the standard abilities of students in accordance with class qualifications in teaching and learning activities and extra-curricular activities that are focused on learning material fields and skills fields that have not reached the target of mastery by students.

Teaching the Qur'an and Practical Religious Material

As an autonomous institution under the auspices of the boarding school foundation, FLDI also carries out one of the boarding school's visions that must be developed by students by applying the

boarding curriculum and is an absolute prerequisite for students to take institutional examinations at every level during completion of their study.

3) Monthly Program

Evaluation Meeting

To equalize the perceptions of the management staff and teaching staff about the institution's programs and steps, as well as an evaluation of teaching and learning activities, extra-curricular and one-month institution management programs relating to teacher absenteeism, discipline, teaching and mentoring, achieving learning limits, teaching methods teachers, agency agendas and work plans as well as potential and opportunities for institutional management development.

Quarterly Program/ *Tri-Wulan*

The first is performance, the pattern of fun activities will provide opportunities for students to be more flexible to hone their skills and creations in each field of language skills and increasing the confidence of each student, starting from mastery of wealth of vocabulary (*tsarwah* / conversation), (*kalam* / speaking), quality insight and creativity. Through this activity frame, students and managers can evaluate progress and as a foothold in determining strategy steps at the next stage of activity.

The second is selection and training of featured students, one innovative step is an effort to improve the skills of outstanding

students and the strengthening of cadres as a team of students, and henceforth be designated as a life club coordinator and included in the implementation of various competitive activities and events at the boarding school, district and provincial levels.

The third is talk show, This activity was designed to improve students' knowledge in improving their language and experience gained from Foreign Language Development Alumni who had studied abroad such as America (Masters at the University of Southern California, S3 at Harvard University), Australia (Monash University of Melbourne Australia), where this activity is monopolized by the education staff of the Foreign Language Development Institute (Arabic-English).

Midterm Program / 6 months

The Final Examination is a means of evaluating the teaching and learning process of FLDI students for one semester which is intended to determine / measure the level of achievement of the process and the learning outcomes applied by the institution. The material includes all packages of subject matter. The program begins with the implementation of the Qur'an and religious material examinations first as a prerequisite for graduation to take part in the institutional exam package which includes written tests and oral tests with the material all the lessons programmed at each level.

4) Periodic

Institutional Working Meeting (RAKER)

The annual work meeting of the institution which discusses the evaluation of institutional programs, curriculum content, draft Budget Expenditures and Expenditures (RAPB) etc. that have been implemented in the previous academic year, and discusses and makes improvements, development innovations in institutional programs, curriculum content, draft Budget and Expenditure (RAPB).

Language Week

Various forms of competency testing media carried out by the management staff and teaching staff are not only limited to tests or examinations that use the classroom with supervision carried out by FLDI teachers themselves, but are also packaged in the form of various competitions focused on their respective skill areas. Each language (Arabic-English) as well as an evaluation step for students is also used as a place to explore self-potential, sharpen abilities and talents, mental maturation and selection of outstanding students.

New Student Admission Selection Test (P2B)

New Student Admission Selection Test (P2B) is a test activity for all prospective FLDI students who have registered, the test is carried out in the form of writing and writing. This activity aims to screen new participants who are talented and competent in the field

of Foreign Languages (Arabic-English), so that participants who are accepted really have a foundation and competence in Foreign Language (Arabic-English).

Stadium General

Stadium general or *iftitahut at-dirosah* is an activity carried out at the beginning of a new school year in each year. This activity was held to welcome the new Academic Year at FLDI and mark the new Academic Year being officially activated. In this activity linguistic seminars were held, with the aim of providing language learning debriefing to new students and linguistic refresher for old students.

Commemoration of FLDI's Birthday/ Anniversary

This activity aims to commemorate the birth day of the Foreign Language Development Institute and as a facilitator in improving memorial ties and emotional with alumni.

2 Year Program

The first is institutional congress; Structural management reform and deliberation are great in determining the direction of education and development of institutions.

The second is language festival (East Java level), A prestigious activity is carried out by an institution where activities are devoted to East Java students and the service of the institution to develop Foreign Languages (Arabic-English) in East Java.

b. Extra-Curricular Program

1) Student Organization

FBI (Federasi Bahasa Internasional)

This is organization of boarding students, organizations that are a forum for male students to develop management and leadership skills.

NATO (Nahdlatut Tholabah)

This is organization of boarding students, organizations that are a forum for female students to develop management and leadership skills.

BPMA (Badan Penerbitan Majalah Asing)

This is organization of boarding students, organizations that are a forum for male students to develop their writing skills

2) Program Activity

The form of extra-curricular activities in accordance with the purpose of increasing the ability of students to achieve the achievement targets of several linguistic skills, then the patterns and forms of activities are divided into two parts according to the direction of development direction and the expected output results.

Kind of activities oriented to the development of discourse include:

- *Diniyah* Program

- Recitation of the Qur'an

- Vocabulary teaching

- Audio Visual

- Study Club

- *Istima'* / listening

Kind of activities oriented to life skill development include:

- Conversation

- MC Training

- Speech

- Storytelling

- Writing

- Reading News

- Debate

- Morning talk

- Discussion

- Quiz

- Translation

- Drama[67]

From the explanation above we know that the institution (FLDI) has several program activities that support students in improving language skills. The activities support students' abilities both in *nathqul lafdzi* (Arabic activities) and pronunciation (English activities), this reinforces the reason that there is a correlation between *nathqul lafdzi* and pronunciation because the students studied both languages. It shows that they know how to pronounce the word/letter of each language; they know where the place of articulation is.

So in this sense, the problem is someone can be called good speaker when they speak clearly. It can be seen from how they pronounce word clearly and

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[67] FLDI's documentary, 6-11

correctly. Sometimes someone who *fashih* in reading holy Qur'an and they use *tajwid*, they can speak English perfectly. The pronunciation is the way how sounds are produced, because the smallest unite of language is sound. From the explanation above there are some places of articulation in Arabic and English are similar and different when produce the sound, and it will influence the producing of word in Arabic or English.

Why it should be studied? Because we know that speaking skills is very important because speaking skill and human being cannot be separated from each other. Speaking skill is used to express their ideas and to communicate to other people. Most students still get hard to be a good speaker.
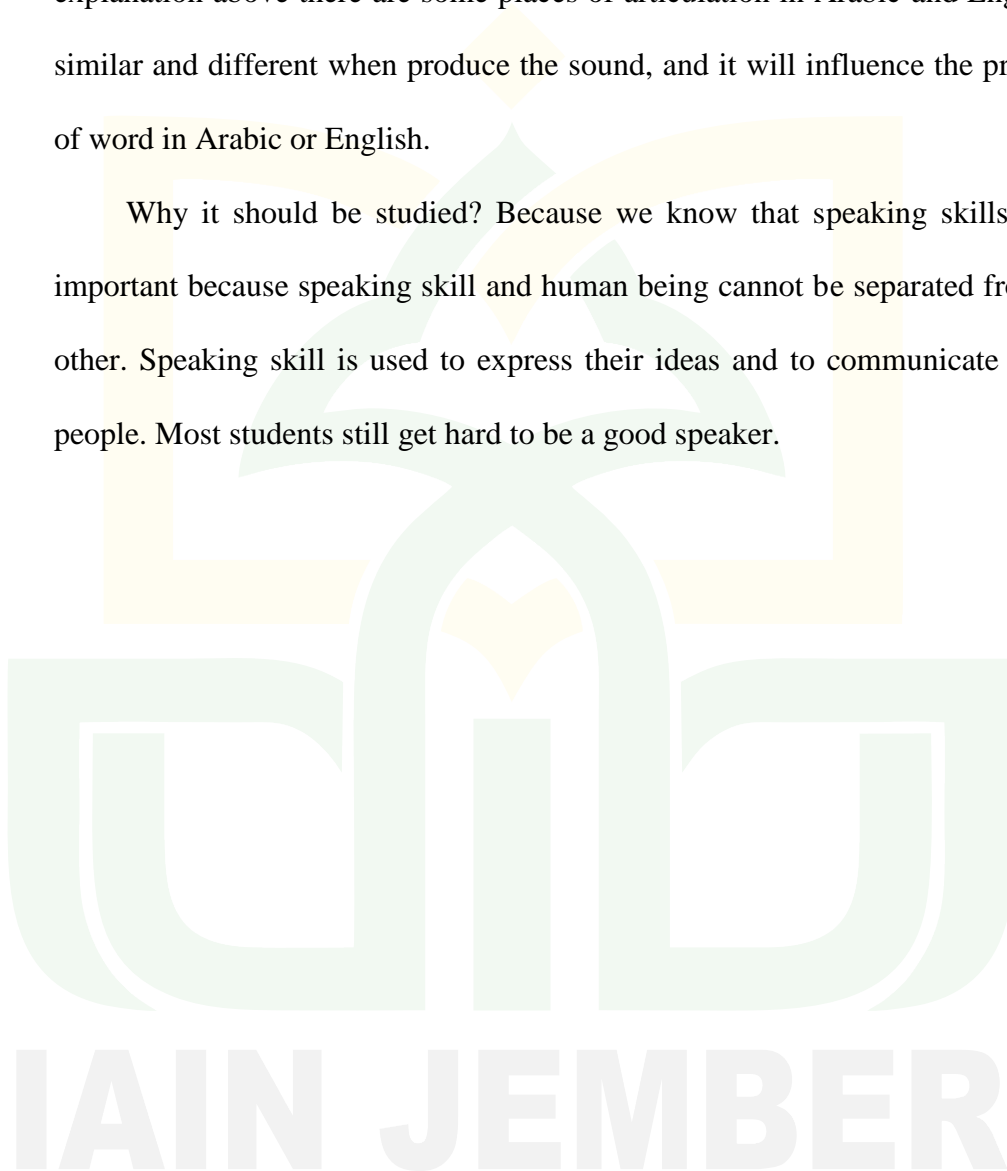
CHAPTER IV
CONCLUSION AND SUGGESTION

Conclusion

Thus explanation in previous chapter, it can be finally concluded from the result that there are some words that have the same place of articulation to produce sounds and it will influence the producing of words in Arabic or English. The test results of the research showed that r count   r table, 0.664   0.532. it means that "there is a relationship between Arabic *nathqul lafdzi* and English pronunciation at FLDI Nurul Jadid" so means that someone who is good (*fashih*) in reciting holy Qur'an they will pronounce word of English smoothly and correctly, but who good in speaking English not always well in reciting holy Qur'an, because most of them still stiff to pronounce the word of Arabic especially in reciting the verse of holy Qur'an. It caused based on the data analysis, the explanation can be concluded that the alphabets of English and Arabic consist of consonants and vowels. Meanwhile, English and Arabic have similarities and differences in the term of consonant sounds. The similar consonants are: [b] and [ ], [d] and [ ], [k] and [ ], [f] and [ ], [t] and [ ], [s] and [   ], [m] and [ ], [w] and [ ], [n] and [ ], [l] and [ ], [r] and [ ], and etc. While the differences sounds are: [p], [v], [g] and etc. in English, [   ], [ ], [ ], [ ], and ect in Arabic.

Suggestion

Suggestion to the students is to be more rigorous in understanding the phonetics and field of study. Because the phonetic is not only learn about the various sounds, but also to learn about the lack of launch its means students can also learn

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about the human deficiencies in speaking. The students can distinguish the type and can apply it.

Suggestion for the teacher especially foreign language teacher, give an easy way to students in understanding phonetic (pronunciation) moreover the teacher teach two foreign languages, teacher should differ which one is the difference and similar place articulation in order the students do not pronounce much errors. Also teacher should be more serious when they teach their student and give their attention to the phonological language interference for the student during their speaking or reading.
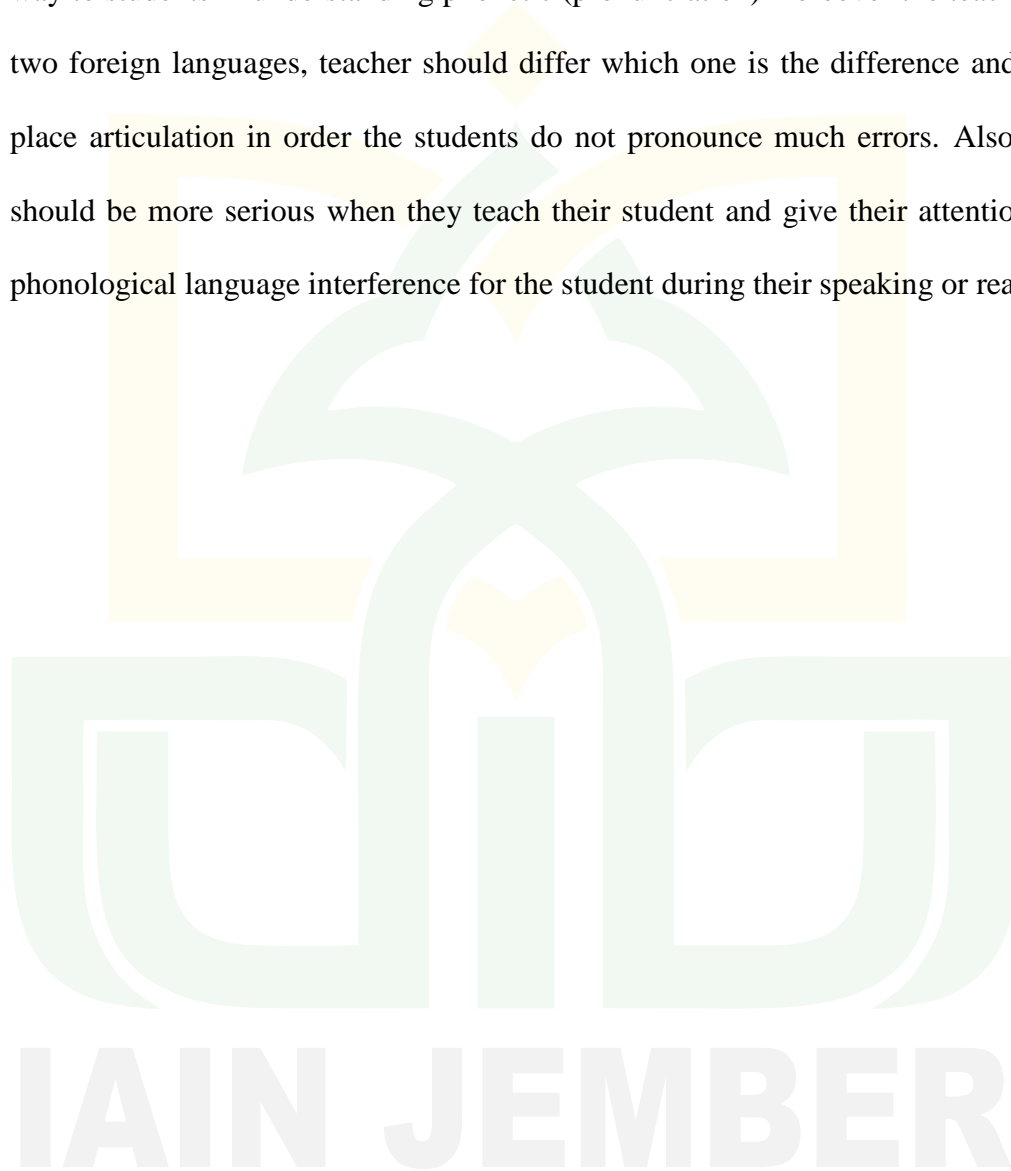
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Hereby declares that the content of this thesis with the tiltle "**The Correlation between Student's Ability on Arabic** *Nathqul Lafdzi* **and English Pronunciation at Foreign Language Development Institute of Nurul Jadid**" is the result of my own research / work, except in the part referred by the source.

Jember, April 2019
Stated by

Ainur Rohmah
NIM. T20156058

Matrix of Research

Title	Variable	Sub variable	Indicator	Data Source	Research Design	Research Problem

The correlation between student's ability on Arabic *nathqul lafdzi* and English pronunciation at Foreign Language Development Institute of Nurul Jadid	1. Arabic *nathqul lafdzi*
	
	 2. English pronunciation
		1. Vowel
		
		 2. Consonant
			1. Place of articulation
			 a. Vowel
			   1) Long vowel
			   2) Short vowel
			 b. Consonant
			   (Arabic)
			  1) *Ash- shafatain*
			  2) *Al-lissaan*
			  3) *Al-jawf*
			  4) *Al-haq*
			  5) *Al- khaysoom*
			   (English)
			  1) Bilabial
			  2) Labiodental
			  3) Dental
			  4) Alveolar
			  5) Post alveolar
			  6) Palatal
			  7) Velar
			  8) Labiovelar
			  9) Laryngeal
			 2. Similarities and differences
			  a. English
			  b. Arabic
				Primary:
				 - Students of Foreign Language Development Institute of Nurul Jadid (female)
				 - document
					1. Scientific Method: Quantitative research with correlation method
					
					 2. Data collection:
					 - Document review
					 - Check list
					 - Arabic nathqul lafdzi test
					 - English pronunciation test
					
					 3. Data analysis: Correlation product moment by Karl Pearson
					
					 4. Validity Research: Content validity
					
					 5. Tool instrument: Voice recorder
						Is there any significant correlation between student's ability on Arabic *nathqul lafdzi* and English pronunciation?

Appendix 1 (English instrument)

Table of phonetic spelling (International Phonetic Alphabet)

No	Symbol	Word	Pronounce	explanation	
				Right	Wrong
1	iː	See	/siː/		
2	i	Any	/ˈeni/		
3	I	Sit	/sit/		
4	e	Ten	/ten/		
5	æ	Hat	/hæt/		
6	ɑː	Arm	/aːm/		
7	ɒ	Got	/gɒt/		
8	ɔː	Saw	/sɔː/		
9	ʊ	Put	/pʊt/		
10	uː	Too	/tuː/		
11	u	Usual	/ˈjuːʒuəl/		
12	ʌ	Cup	/kʌp/		
13	ɜː	Nurse	/nɜːs/		
14	ə	Ago	/əˈgəʊ/		
15	eI	Pay	/peI/		
16	aI	Five	/faIv/		
17	əʊ	Home	/həʊm/		
18	aʊ	Now	/naʊ/		
19	ɔI	Join	/dʒɔIn/		
20	Iə	Near	/nIə(r)/		
21	eə	Hair	/heə(r)/		
22	ʊə	Pure	/pjʊə(r)/		
23	p	Pen	/pen/		
24	b	Bad	/bæd/		
25	t	Tea	/tiː/		
26	d	Did	/dɪd/		
27	k	Cat	/kæt/		
28	g	Got	/gɒt/		
29	tʃ	Chin	/tʃin/		
30	dʒ	June	/dʒuːn/		
31	f	Fall	/fɔːl/		
32	v	Van	/væn/		
33	Θ	Thin	/θin/		
34	ð	Then	/ðen/		
35	s	So	/səʊ/		
36	z	Zoo	/zuː/		
37	ʃ	She	/ʃiː/		
38	ʒ	Vision	/ˈvɪʒn/		
39	h	How	/haʊ/		
40	m	Man	/mæn/		
41	n	No	/nəʊ/		

42	**ŋ**	Sing	/sɪŋ/		
43	**l**	Leg	/leg/		
44	**r**	Red	/red/		
45	**j**	Yes	/jes/		
46	**w**	Wet	/wet/		

Total = $\frac{\text{Jumlah skor perolehan}}{\text{Jumlah skor maksImal}}$ **x 100**

Maximum score = 46

Rating scale :

1-15 = low

16-30 = medium

31-46 = high

Note	Tick with the appropriate answer (√)

Appendix 2 (Arabic instrument)

Table of *huruf hijaiyah*

No	Letter	Pronounce	Word	explanation	
				Right	Wrong
1	ا	Alif	إءْ		
2	ب	Bā	إبْ		
3	ت	Tā	إتْ		
4	ث	Tsā	إتْ		
5	ج	Jīm	إجْ		
6	ح	ḥā	إحْ		
7	خ	khō	إخْ		
8	د	Dāl	إدْ		
9	ذ	Dzāl	إذْ		
10	ر	Rō	إرْ		
11	ز	Zā	إزْ		
12	س	Sīn	إسْ		
13	ش	Syīn	إشْ		
14	ص	Shod	إصْ		
15	ض	Dhōd	إضْ		
16	ط	Thō	إطْ		
17	ظ	Zhō	إظْ		
18	ع	'aīn	إعْ		
19	غ	Ghōin	إغْ		
20	ف	Fā	إفْ		
21	ق	Qōf	إقْ		
22	ك	Kāf	إكْ		
23	ل	Lām	إلْ		

24	م	Mīm	إِمْ		
25	ن	Nūn	إِنْ		
26	و	Wāw	إِوْ		
27	هـ	Hā	إِهْ		
28	ي	Yā	إِيْ		
Total = $\dfrac{\text{Jumlah skor perolehan}}{\text{Jumlah skor maksImal}}$ **x 100** Maximum score = 28 Scale : 1-9 = low 10-18 = medium 19-28 = high					
Note		Tick with the appropriate answer (√)			

Appendix 3 (instrument-transcript of reciting Qur'an)

Surah Al-Fatihah 1-7 verses.

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

اَلْحَمْدُ لِلّٰهِ رَبِّ الْعٰلَمِيْنَ

الرَّحْمٰنِ الرَّحِيْمِ

مٰلِكِ يَوْمِ الدِّيْنِ

اِيَّاكَ نَعْبُدُ وَاِيَّاكَ نَسْتَعِيْنُ

اِهْدِنَا الصِّرَاطَ الْمُسْتَقِيْمَ

صِرَاطَ الَّذِيْنَ اَنْعَمْتَ عَلَيْهِمْ ەۙ غَيْرِ الْمَغْضُوْبِ عَلَيْهِمْ وَلَا الضَّاۤلِّيْنَ

(Latin)

bismillāḥir-raḥmānir-raḥīm

al-ḥamdu lillāhi rabbil-'ālamīn

ar-raḥmānir-raḥīm

māliki yaumid-dīn

iyyāka na'budu wa iyyāka nasta'īn

ihdinaṣ-ṣhirāṭhal-mustaqīm

ṣhirāṭhalladżīna an'amta 'alaihim ghairil-maghḍḥubi 'alaihim wa laḍh-ḍhāllīn

Appendix 4 (instrument-transcript English reading text)

English Reading Text

FAITH

A Muslim believes in Allah and he expresses his belief in words, plants it in the heart and actualizes it in deed. This faith is expressed in detail by two kinds of expression: general and specific.

As a general faith, a Muslim believes in Allah with all His names and attributes, and he accepts all His commands. There are ninety-nine attributes and names of Allah and a Muslim believes in all His attributes. Allah is All-Powerful, The All-Knowing and The Creator of universe. A Muslim regards Him as the only ruler and Master. A Muslim has to depend upon Allah's mercy alone.

A specific faith or faith in detail is that Muslim believes in Allah, His angle, his Holy book (Qur'an), all of His prophets, the Day of Judgment and life after death and the fact that good and evil all come from Him. A true Muslim believes in all of these articles of faith and follows the last prophet is known in full detail: either it is written in the Qur'an or in *sunnah*. The faith gives human being peace and security.

(Phonetic symbol)

/feɪɵ/

/ə/ /ˈmʊzlɪm/ /bɪˈliːvs/ /ɪn/ /ˈælə/ /ənd;/ /hiː/ /ɪkˈspreses/ /hɪz/ /bɪˈliːf/ /ɪn/ /wɜːds/ , /plɑːnts/ /ɪt/ /ɪn/ /ðə/ /hɑːt/ /ənd;/ /ˈæktʃuəlɪzaɪs/ /ɪt/ /ɪn/ /diːd/ . /ðɪs/ /feɪɵ/ /ɪz/ /ɪkˈspresːd/ /ɪn/ /ˈdiːteɪl/ /baɪ/ /tuː/ /kaɪnd/ /əv;/ /ɪkˈspreʃns/ : /ˈdʒenrəl/ /ənd;/ /spəˈsɪfɪk/

/əz;/ /ə/ /ˈdʒenrəl/ /feɪɵ/ , /ə/ /ˈmʊzlɪm/ /bɪˈliːvs/ /ɪn/ /ˈælə/ /wɪɵ/ /ɔːl/ /hɪz/ /neɪms/ /ənd;/ /ˈætrɪbjuːts/ , /ənd;/ /hiː/ /əkˈsept/ /ɔːl/ /hɪz/ /kəˈmɑːnds/ . /ðeə(r)/ /ɑː(r)/ /ˈnaɪnti-/ /ˈnaɪn/ /ˈætrɪbjuːts/ /ənd;/ /neɪms/ /əv;/ /ˈælə/ /ənd;/ /ə/ /ˈmʊzlɪm/ /bɪˈliːvs/ /ɪn/ /ɔːl/ /hɪz/ /ˈætrɪbjuːts/ . /ˈælə/ /ɪz/ /ɔːl-ˈpaʊəfl/ . /ðə/ /ɔːl-ˈnəʊɪŋ/ /ənd;/ /ðə/ /kriˈeɪtə(r)/

/əv;/ /'juːnɪvɜːs/ . /ə/ /'mʊzlɪm/ /rɪgaːds/ /hɪm/ /əz;/ /ðə/ /'əʊnli/ /ruːlə(r)/ /ənd;/ /'maːstə(r)/ . /ə/ /'mʊzlɪm/ /həz/ /tuː/ /dɪ'pend/ /ə'pɒn/ /'ælə's/ /'mɜːsi/ /ə'ləʊn/

/ə/ /spə'sɪfɪk/ /feɪə/ /ɔː(r)/ /feɪə/ /ɪn/ /'diːteɪl/ /ɪz/ /ðæt/ /'mʊzlɪm/ /bɪ'liːvs/ /ɪn/ /'ælə/ , /hɪz/ /'æŋgl/ , /hɪz/ /'həʊli/ /bʊk/ (/kə'raːn/) . /ɔːl/ /əv;/ /hɪz/ /'prɒfɪt/ , /ðə/ /deɪ/ /əv;/ /dʒʌdʒmən/ /ənd;/ /laɪf/ /'aːftə(r)/ /deə/ /ənd;/ /ðə/ /fæk/ /ðæt/ /gʊd/ /ənd;/ /'iːvl/ /ɔːl/ /kʌm/ /frəm/ /hɪm/ . /ə/ /truː/ /'mʊzlɪm/ /bɪ'liːvs/ /ɪn/ /ɔːl/ /ðæz/ /'artɪkl's/ /əv;/ /feɪə/ /ənd;/ /'fɒləʊs/ /ðə/ /laːst/ /'prɒfɪt/ /ɪz/ /'nəʊn/ /ɪn/ /fʊl/ /'diːteɪl/ : /'iːðə(r)/ /ɪt/ /ɪz/ /'rɪtn/ /ɪn/ /ðə/ /kə'raːn/ /ɔː(r)/ /ɪn/ /suːnʌ/ . /ðə/ /feɪə/ /gɪvs/ /'hjuːmən/ /biːɪŋ/ /piːs/ /ənd;/ /sɪkjʊərəti/
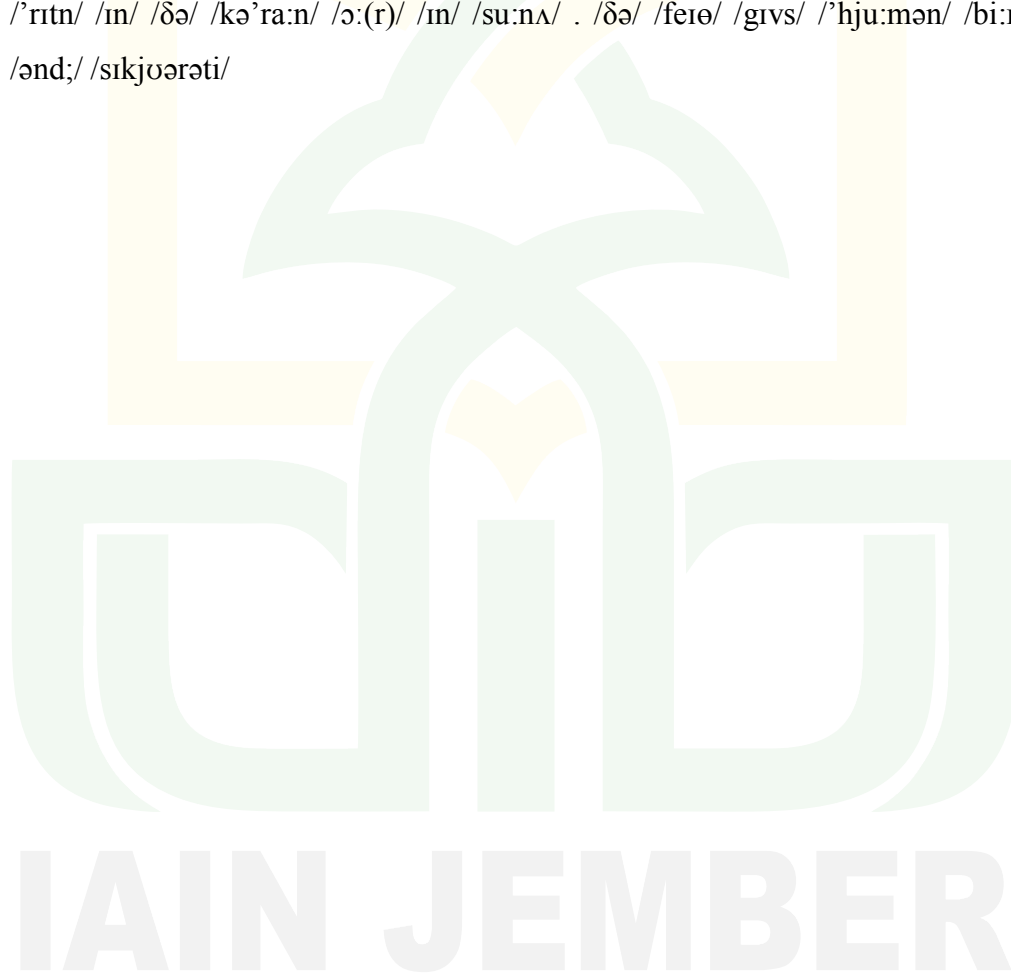
Appendix 5

3.1 Table Score of Arabic (*hijaiyah*)

No	Name	Level	Score		
			Right	Wrong	%
1	Brillian Analekta	Intermediate	27	1	96 %
2	Retno Anindita	Intermediate	24	4	86 %
3	Ifadha Lutitisari	Intermediate	25	3	89 %
4	Anasytasya Berliana	Intermediate	26	2	93 %
5	Lisdiana Habibah	Intermediate	25	3	89 %
6	Miaudy Risti Fauziyah	Elementary	20	8	71 %
7	Rafidha Talita Mustafa	Elementary	25	3	89 %
8	Fitriatul Ula	Elementary	19	9	68 %
9	Lisa Adistriana	Elementary	26	2	93 %
10	Silvia Nadia	Advance	22	6	79 %
11	Fitania Dwi S	Advance	26	2	93 %
12	Sofiyatul Widad	Elementary	21	7	75 %
13	Nanik Firdausiyah	Elementary	25	3	89 %
14	Ulfatun Hasanah	Elementary	20	8	71 %

3.2 Table Score of English (phonetic)

No	Name	Level	Score		
			Right	Wrong	%
1	Brillian Analekta	Intermediate	42	4	91 %
2	Retno Anindita	Intermediate	41	5	89 %
3	Ifadha Lutitisari	Intermediate	39	7	85 %
4	Anasytasya Berliana	Intermediate	38	8	83 %
5	Lisdiana Habibah	Intermediate	38	8	83 %
6	Miaudy Risti Fauziyah	Elementary	35	11	76 %
7	Rafidha Talita Mustafa	Elementary	36	10	78 %
8	Fitriatul Ula	Elementary	37	9	80 %
9	Lisa Adistriana	Elementary	36	10	78 %
10	Silvia Nadia	Advance	41	5	89 %
11	Fitania Dwi S	Advance	41	5	89 %
12	Sofiyatul Widad	Elementary	37	9	80 %
13	Nanik Firdausiyah	Elementary	35	11	76 %
14	Ulfatun Hasanah	Elementary	34	12	74 %

Appendix 6

3.3 Table Score of Reliability Test

No	Name	Level	Score	
			X	Y
1	Nurul Ma'rifah	Intermediate	89	85
2	Nurdiana Kholidah	Intermediate	75	78
3	Yuyun Ayu Lestari	Intermediate	80	80
4	Baiq Husniyah H.	Intermediate	84	82
5	Diana Mustafidah	Intermediate	91	93
6	Nabila Firdausiyah	Elementary	80	84
7	Nadya Selly Oceani	Elementary	78	80
8	Aniasa Fitria	Elementary	79	81
9	Putri Diah Pitaloka	Intermediate	79	83
10	Liyana Khoirunnisa	Intermediate	77	75
11	Shofiyah Hidayati	Elementary	70	70
12	Anya Maya Aneda	Elementary	70	74
13	Tiffany Fadela	Elementary	67	70
14	Khairiyatur R	Elementary	74	72

Appendix 7

3.4 Table Score of Arabic *Nathqul Lafdzi* (Reciting Qur'an)

No	Name	Level	Score
1	Brillian Analekta	Intermediate	95
2	Retno Anindita	Intermediate	90
3	Ifadha Lutitisari	Intermediate	92
4	Anasytasya Berliana	Intermediate	94
5	Lisdiana Habibah	Intermediate	92
6	Miaudy Risti Fauziyah	Elementary	80
7	Rafidha Talita Mustafa	Elementary	90
8	Fitriatul Ula	Elementary	77
9	Lisa Adistriana	Elementary	87
10	Silvia Nadia	Advance	80
11	Fitania Dwi S	Advance	89
12	Sofiyatul Widad	Elementary	78
13	Nanik Firdausiyah	Elementary	81
14	Ulfatun Hasanah	Elementary	75

3.5 Table Score of English Pronunciation (Reading Text)

No	Name	Level	Score
1	Brillian Analekta	Intermediate	93
2	Retno Anindita	Intermediate	90
3	Ifadha Lutitisari	Intermediate	91
4	Anasytasya Berliana	Intermediate	85
5	Lisdiana Habibah	Intermediate	79
6	Miaudy Risti Fauziyah	Elementary	73
7	Rafidha Talita Mustafa	Elementary	76
8	Fitriatul Ula	Elementary	77
9	Lisa Adistriana	Elementary	79
10	Silvia Nadia	Advance	88
11	Fitania Dwi S	Advance	88
12	Sofiyatul Widad	Elementary	78
13	Nanik Firdausiyah	Elementary	75
14	Ulfatun Hasanah	Elementary	70

Titik Persentase Distribusi t (df = 1 – 40)

Pr / df	0.25 / 0.50	0.10 / 0.20	0.05 / 0.10	0.025 / 0.050	0.01 / 0.02	0.005 / 0.010	0.001 / 0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung

Titik Persentase Distribusi t (df = 41 – 80)

Pr df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung

Titik Persentase Distribusi t (df = 81 –120)

Pr / df	0.25 / 0.50	0.10 / 0.20	0.05 / 0.10	0.025 / 0.050	0.01 / 0.02	0.005 / 0.010	0.001 / 0.002
81	0.67753	1.29209	1.66388	1.98969	2.37327	2.63790	3.19392
82	0.67749	1.29196	1.66365	1.98932	2.37269	2.63712	3.19262
83	0.67746	1.29183	1.66342	1.98896	2.37212	2.63637	3.19135
84	0.67742	1.29171	1.66320	1.98861	2.37156	2.63563	3.19011
85	0.67739	1.29159	1.66298	1.98827	2.37102	2.63491	3.18890
86	0.67735	1.29147	1.66277	1.98793	2.37049	2.63421	3.18772
87	0.67732	1.29136	1.66256	1.98761	2.36998	2.63353	3.18657
88	0.67729	1.29125	1.66235	1.98729	2.36947	2.63286	3.18544
89	0.67726	1.29114	1.66216	1.98698	2.36898	2.63220	3.18434
90	0.67723	1.29103	1.66196	1.98667	2.36850	2.63157	3.18327
91	0.67720	1.29092	1.66177	1.98638	2.36803	2.63094	3.18222
92	0.67717	1.29082	1.66159	1.98609	2.36757	2.63033	3.18119
93	0.67714	1.29072	1.66140	1.98580	2.36712	2.62973	3.18019
94	0.67711	1.29062	1.66123	1.98552	2.36667	2.62915	3.17921
95	0.67708	1.29053	1.66105	1.98525	2.36624	2.62858	3.17825
96	0.67705	1.29043	1.66088	1.98498	2.36582	2.62802	3.17731
97	0.67703	1.29034	1.66071	1.98472	2.36541	2.62747	3.17639
98	0.67700	1.29025	1.66055	1.98447	2.36500	2.62693	3.17549
99	0.67698	1.29016	1.66039	1.98422	2.36461	2.62641	3.17460
100	0.67695	1.29007	1.66023	1.98397	2.36422	2.62589	3.17374
101	0.67693	1.28999	1.66008	1.98373	2.36384	2.62539	3.17289
102	0.67690	1.28991	1.65993	1.98350	2.36346	2.62489	3.17206
103	0.67688	1.28982	1.65978	1.98326	2.36310	2.62441	3.17125
104	0.67686	1.28974	1.65964	1.98304	2.36274	2.62393	3.17045
105	0.67683	1.28967	1.65950	1.98282	2.36239	2.62347	3.16967
106	0.67681	1.28959	1.65936	1.98260	2.36204	2.62301	3.16890
107	0.67679	1.28951	1.65922	1.98238	2.36170	2.62256	3.16815
108	0.67677	1.28944	1.65909	1.98217	2.36137	2.62212	3.16741
109	0.67675	1.28937	1.65895	1.98197	2.36105	2.62169	3.16669
110	0.67673	1.28930	1.65882	1.98177	2.36073	2.62126	3.16598
111	0.67671	1.28922	1.65870	1.98157	2.36041	2.62085	3.16528
112	0.67669	1.28916	1.65857	1.98137	2.36010	2.62044	3.16460
113	0.67667	1.28909	1.65845	1.98118	2.35980	2.62004	3.16392
114	0.67665	1.28902	1.65833	1.98099	2.35950	2.61964	3.16326
115	0.67663	1.28896	1.65821	1.98081	2.35921	2.61926	3.16262
116	0.67661	1.28889	1.65810	1.98063	2.35892	2.61888	3.16198
117	0.67659	1.28883	1.65798	1.98045	2.35864	2.61850	3.16135
118	0.67657	1.28877	1.65787	1.98027	2.35837	2.61814	3.16074
119	0.67656	1.28871	1.65776	1.98010	2.35809	2.61778	3.16013
120	0.67654	1.28865	1.65765	1.97993	2.35782	2.61742	3.15954

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung

Titik Persentase Distribusi t (df = 121 –160)

Pr / df	0.25 / 0.50	0.10 / 0.20	0.05 / 0.10	0.025 / 0.050	0.01 / 0.02	0.005 / 0.010	0.001 / 0.002
121	0.67652	1.28859	1.65754	1.97976	2.35756	2.61707	3.15895
122	0.67651	1.28853	1.65744	1.97960	2.35730	2.61673	3.15838
123	0.67649	1.28847	1.65734	1.97944	2.35705	2.61639	3.15781
124	0.67647	1.28842	1.65723	1.97928	2.35680	2.61606	3.15726
125	0.67646	1.28836	1.65714	1.97912	2.35655	2.61573	3.15671
126	0.67644	1.28831	1.65704	1.97897	2.35631	2.61541	3.15617
127	0.67643	1.28825	1.65694	1.97882	2.35607	2.61510	3.15565
128	0.67641	1.28820	1.65685	1.97867	2.35583	2.61478	3.15512
129	0.67640	1.28815	1.65675	1.97852	2.35560	2.61448	3.15461
130	0.67638	1.28810	1.65666	1.97838	2.35537	2.61418	3.15411
131	0.67637	1.28805	1.65657	1.97824	2.35515	2.61388	3.15361
132	0.67635	1.28800	1.65648	1.97810	2.35493	2.61359	3.15312
133	0.67634	1.28795	1.65639	1.97796	2.35471	2.61330	3.15264
134	0.67633	1.28790	1.65630	1.97783	2.35450	2.61302	3.15217
135	0.67631	1.28785	1.65622	1.97769	2.35429	2.61274	3.15170
136	0.67630	1.28781	1.65613	1.97756	2.35408	2.61246	3.15124
137	0.67628	1.28776	1.65605	1.97743	2.35387	2.61219	3.15079
138	0.67627	1.28772	1.65597	1.97730	2.35367	2.61193	3.15034
139	0.67626	1.28767	1.65589	1.97718	2.35347	2.61166	3.14990
140	0.67625	1.28763	1.65581	1.97705	2.35328	2.61140	3.14947
141	0.67623	1.28758	1.65573	1.97693	2.35309	2.61115	3.14904
142	0.67622	1.28754	1.65566	1.97681	2.35289	2.61090	3.14862
143	0.67621	1.28750	1.65558	1.97669	2.35271	2.61065	3.14820
144	0.67620	1.28746	1.65550	1.97658	2.35252	2.61040	3.14779
145	0.67619	1.28742	1.65543	1.97646	2.35234	2.61016	3.14739
146	0.67617	1.28738	1.65536	1.97635	2.35216	2.60992	3.14699
147	0.67616	1.28734	1.65529	1.97623	2.35198	2.60969	3.14660
148	0.67615	1.28730	1.65521	1.97612	2.35181	2.60946	3.14621
149	0.67614	1.28726	1.65514	1.97601	2.35163	2.60923	3.14583
150	0.67613	1.28722	1.65508	1.97591	2.35146	2.60900	3.14545
151	0.67612	1.28718	1.65501	1.97580	2.35130	2.60878	3.14508
152	0.67611	1.28715	1.65494	1.97569	2.35113	2.60856	3.14471
153	0.67610	1.28711	1.65487	1.97559	2.35097	2.60834	3.14435
154	0.67609	1.28707	1.65481	1.97549	2.35081	2.60813	3.14400
155	0.67608	1.28704	1.65474	1.97539	2.35065	2.60792	3.14364
156	0.67607	1.28700	1.65468	1.97529	2.35049	2.60771	3.14330
157	0.67606	1.28697	1.65462	1.97519	2.35033	2.60751	3.14295
158	0.67605	1.28693	1.65455	1.97509	2.35018	2.60730	3.14261
159	0.67604	1.28690	1.65449	1.97500	2.35003	2.60710	3.14228
160	0.67603	1.28687	1.65443	1.97490	2.34988	2.60691	3.14195

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung

Titik Persentase Distribusi t (df = 161 –200)

Pr / df	0.25 / 0.50	0.10 / 0.20	0.05 / 0.10	0.025 / 0.050	0.01 / 0.02	0.005 / 0.010	0.001 / 0.002
161	0.67602	1.28683	1.65437	1.97481	2.34973	2.60671	3.14162
162	0.67601	1.28680	1.65431	1.97472	2.34959	2.60652	3.14130
163	0.67600	1.28677	1.65426	1.97462	2.34944	2.60633	3.14098
164	0.67599	1.28673	1.65420	1.97453	2.34930	2.60614	3.14067
165	0.67598	1.28670	1.65414	1.97445	2.34916	2.60595	3.14036
166	0.67597	1.28667	1.65408	1.97436	2.34902	2.60577	3.14005
167	0.67596	1.28664	1.65403	1.97427	2.34888	2.60559	3.13975
168	0.67595	1.28661	1.65397	1.97419	2.34875	2.60541	3.13945
169	0.67594	1.28658	1.65392	1.97410	2.34862	2.60523	3.13915
170	0.67594	1.28655	1.65387	1.97402	2.34848	2.60506	3.13886
171	0.67593	1.28652	1.65381	1.97393	2.34835	2.60489	3.13857
172	0.67592	1.28649	1.65376	1.97385	2.34822	2.60471	3.13829
173	0.67591	1.28646	1.65371	1.97377	2.34810	2.60455	3.13801
174	0.67590	1.28644	1.65366	1.97369	2.34797	2.60438	3.13773
175	0.67589	1.28641	1.65361	1.97361	2.34784	2.60421	3.13745
176	0.67589	1.28638	1.65356	1.97353	2.34772	2.60405	3.13718
177	0.67588	1.28635	1.65351	1.97346	2.34760	2.60389	3.13691
178	0.67587	1.28633	1.65346	1.97338	2.34748	2.60373	3.13665
179	0.67586	1.28630	1.65341	1.97331	2.34736	2.60357	3.13638
180	0.67586	1.28627	1.65336	1.97323	2.34724	2.60342	3.13612
181	0.67585	1.28625	1.65332	1.97316	2.34713	2.60326	3.13587
182	0.67584	1.28622	1.65327	1.97308	2.34701	2.60311	3.13561
183	0.67583	1.28619	1.65322	1.97301	2.34690	2.60296	3.13536
184	0.67583	1.28617	1.65318	1.97294	2.34678	2.60281	3.13511
185	0.67582	1.28614	1.65313	1.97287	2.34667	2.60267	3.13487
186	0.67581	1.28612	1.65309	1.97280	2.34656	2.60252	3.13463
187	0.67580	1.28610	1.65304	1.97273	2.34645	2.60238	3.13438
188	0.67580	1.28607	1.65300	1.97266	2.34635	2.60223	3.13415
189	0.67579	1.28605	1.65296	1.97260	2.34624	2.60209	3.13391
190	0.67578	1.28602	1.65291	1.97253	2.34613	2.60195	3.13368
191	0.67578	1.28600	1.65287	1.97246	2.34603	2.60181	3.13345
192	0.67577	1.28598	1.65283	1.97240	2.34593	2.60168	3.13322
193	0.67576	1.28595	1.65279	1.97233	2.34582	2.60154	3.13299
194	0.67576	1.28593	1.65275	1.97227	2.34572	2.60141	3.13277
195	0.67575	1.28591	1.65271	1.97220	2.34562	2.60128	3.13255
196	0.67574	1.28589	1.65267	1.97214	2.34552	2.60115	3.13233
197	0.67574	1.28586	1.65263	1.97208	2.34543	2.60102	3.13212
198	0.67573	1.28584	1.65259	1.97202	2.34533	2.60089	3.13190
199	0.67572	1.28582	1.65255	1.97196	2.34523	2.60076	3.13169
200	0.67572	1.28580	1.65251	1.97190	2.34514	2.60063	3.13148

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung

Table of Critical Values for Pearson's *r*

	Level of Significance for a One-Tailed Test					
	.10	.05	.025	.01	.005	.0005
	Level of Significance for a Two-Tailed Test					
df	.20	.10	.05	.02	.01	.001
1	0.951	0.988	0.997	0.9995	0.9999	0.99999
2	0.800	0.900	0.950	0.980	0.990	0.999
3	0.687	0.805	0.878	0.934	0.959	0.991
4	0.608	0.729	0.811	0.882	0.917	0.974
5	0.551	0.669	0.755	0.833	0.875	0.951
6	0.507	0.621	0.707	0.789	0.834	0.925
7	0.472	0.582	0.666	0.750	0.798	0.898
8	0.443	0.549	0.632	0.715	0.765	0.872
9	0.419	0.521	0.602	0.685	0.735	0.847
10	0.398	0.497	0.576	0.658	0.708	0.823
11	0.380	0.476	0.553	0.634	0.684	0.801
12	0.365	0.457	0.532	0.612	0.661	0.780
13	0.351	0.441	0.514	0.592	0.641	0.760
14	0.338	0.426	0.497	0.574	0.623	0.742
15	0.327	0.412	0.482	0.558	0.606	0.725
16	0.317	0.400	0.468	0.542	0.590	0.708
17	0.308	0.389	0.456	0.529	0.575	0.693
18	0.299	0.378	0.444	0.515	0.561	0.679
19	0.291	0.369	0.433	0.503	0.549	0.665
20	0.284	0.360	0.423	0.492	0.537	0.652
21	0.277	0.352	0.413	0.482	0.526	0.640
22	0.271	0.344	0.404	0.472	0.515	0.629
23	0.265	0.337	0.396	0.462	0.505	0.618
24	0.260	0.330	0.388	0.453	0.496	0.607
25	0.255	0.323	0.381	0.445	0.487	0.597
26	0.250	0.317	0.374	0.437	0.479	0.588
27	0.245	0.311	0.367	0.430	0.471	0.579
28	0.241	0.306	0.361	0.423	0.463	0.570
29	0.237	0.301	0.355	0.416	0.456	0.562
30	0.233	0.296	0.349	0.409	0.449	0.554
40	0.202	0.257	0.304	0.358	0.393	0.490
60	0.165	0.211	0.250	0.295	0.325	0.408
120	0.117	0.150	0.178	0.210	0.232	0.294
∞	0.057	0.073	0.087	0.103	0.114	0.146

Adapted from Appendix 2 (Critical Values of *t*) using the square root of $[t^2/(t^2 + df)]$
Note: Critical values for Infinite *df* actually calculated for *df*= 500.
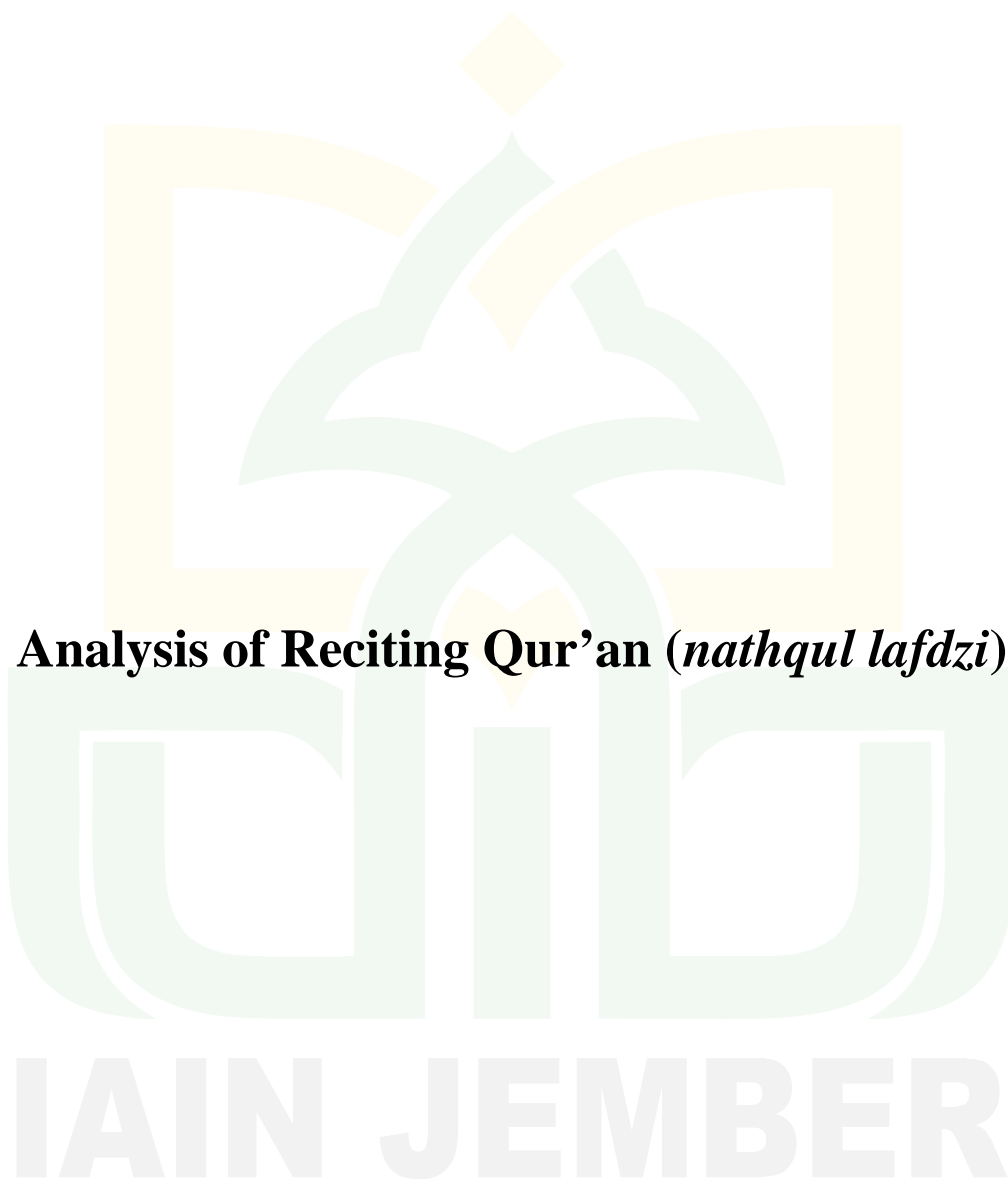
Analysis of Reciting Qur'an (*nathqul lafdzi*)

Name : Brillian Analekta (1a)

Level : Intermediate

Test : Reciting Holy Qur'an

bismill   ir-ra m nir-ra   m

al- amdu lill hi rabbil-' lam n

ar-ra m nir-ra   m

m liki yaumid-d n

iyy ka na'budu wa iyy ka nasta' n

ihdina h- hir   hal-mustaq m

 hir   hallad   na an'amta 'alaihim ghairil-magh h bi 'alaihim wa la h- h ll n

Name : Retno Anindita (2a)

Level : Intermediate

Test : Reciting Holy Qur'an

bismill ir-ra m nir-ra   m

al- amdu lill   i rabbil-' lam n

ar-ra m nir-ra   m

m liki yaumid-d n

iyy ka na'budu wa iyy ka nasta' n

i dina h- hir   hal-mustak m

hir   hallad   na an'amta 'alai im gairil-maud bi 'alaihim wa lad-d ll n

Name : Ifadha Lutitisari (3a)

Level : Intermediate

Test : Reciting Holy Qur'an

bismill ir-ra m nir-ra m

al- amdu lill hi rabbil-' lam n

ar-ra m nir-rah m

m liki yaumid-d n

iyy ka na'bu(d)u wa iyy ka nasta' n

ihdina h- hir hal-mustaq m

hir hallad na an'amta 'alaihim ghairil-magh h bi 'alaihim wa la h- h ll n

Name **:** Anasytasya Berliana (4a)

Level **:** Intermediate

Test **:** Reciting Holy Qur'an

bismill   ir-ra m nir-ra   m

al- amdu lill hi rabbil-' lam n

ar-ra m nir-ra   m

m liki yaumid-d n

iyy ka na'budu wa iyy ka nasta' n

ihdina h- hir   hal-mustaq m

 hir   hallad   na an'amta 'alaihim ghairil-magh h bi 'alaihim wa la h- h ll n

Name : Lisdiana Habibah (5a)

Level : Intermediate

Test : Reciting Holy Qur'an

bismill ir-ra m nir-rah m

al-hamdu lill hi rabbil-' lam n

ar-ra m nir-ra   m

m liki yaumid-d n

iyy ka na'budu wa iyy ka nasta' n

ihdina h- hir   hal-mustaq m

 hir   hallad   na an'amta 'alaihim ghairil-magh h bi alaihim wa lad-d ll n

Name : Miaudy Risti Fauziyah (6a)

Level : Elementary

Test : Reciting Holy Qur'an

bismill   ir-ra m nir-rah m

al- amdu lill i rabbil- lam n

ar-ra m nir-ra   m

m liki yaumi(d-d) n

iyy ka na'budu wa 'iyy ka nasta' n

ihdinas-sir   hal-mustakk m

sir   hallad na 'am'amta 'alaihim gairil-maud bi alaihim wa lad-d ll n

Name : Rafidha Talita Mustafa (7a)

Level : Elementary

Test : Reciting Holy Qur'an

bismill ir-ra m nir-ra m

al- amdu lill i rabbil-' lam n

ar-ra m nir-ra   m

m liki yaumid-d n

iyy ka na'budu wa iyy ka nasta' n

ihdina y- yir   hal-mustaq m

 hir   halladd na an'amta 'alaihim gairil-maghd bi 'alaihim wa la h- h ll n

Name : Fitriatul Ula (8a)

Level : Elementary

Test : Reciting Holy Qur'an

bismill hir-ra m nir-rah m

al- amdu lill hi rabbil- lam n

ar-rahm nir-rah m

m liki yaumid-d n

iyy ka na'budu wa iyy ka nasta' n

ihdinas-sir hal-mustak m

sir hallad na an'amta alaihim ghairil-maghd bi alaihim wa la h- h ll n

Name : Lisa Adistriana (9a)

Level : Elementary

Test : Reciting Holy Qur'an

bismill   ir-ra m nir-ra   m

al- amdu lill   i rabbil-' lam n
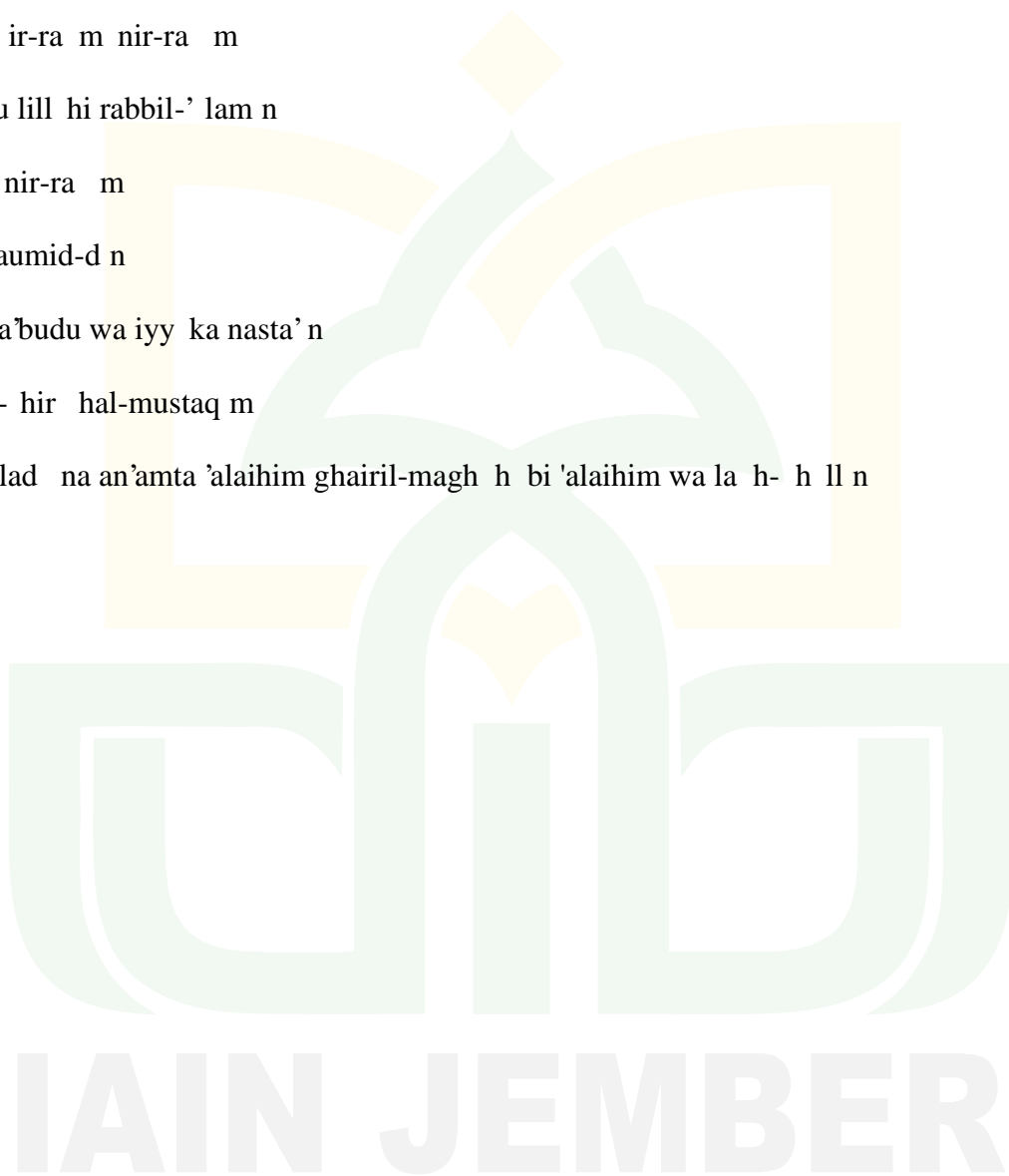
ar-ra m nir-ra   m

m liki yaumid-d n

iyy ka na'budu wa iyy ka nasta' n

ihdina h- hir   hal-mustaq m

 hir   hallad   na an'amta 'alai im ghairil-maghd bi 'alaihim wa lad-d ll n

Name : Silvia Nadia (10a)

Level : Advance

Test : Reciting Holy Qur'an

bismill hir-rahm nir-rah m

al-hamdu lill hi rabbil- lam n

ar-rahm nir-rah m

m liki yaumid-d n

iyy ka na'budu wa iyy ka nasta' n

ihdina h- hir hal-mustaq m

hir hallad na anamta alaihim ghairil-maud bi 'alaihim wa lad-d ll n

Name **:** Fitania Dwi S

Level **:** Advance

Test **:** Reciting Holy Qur'an

bismill ir-ra m nir-rah m

al- amdu lill hi rabbil-' lam n

ar-ra m nir-rah m

m liki yaumid-d n

iyy ka na'budu wa iyy ka nasta' n

ihdina h- hir hal-mustaq m

hir hallad na an'amta 'alaihim ghairil-maghd bi 'alaihim wa lad-d ll n

Name : Sofiyatul Widad (12a)

Level : Elementary

Test : Reciting Holy Qur'an

bismill ir-ra m nir-rah m

al- amdu lill hi rabbil-' lam n

ar-ra m nir-rah m

m liki yaumid-d n

iyy ka na'budu wa iyy ka nasta' n

i dinas-sir al-mustaqim

sir allad na an'amta 'alaihim ghairil-maghdz bi 'alaihim wa lad-d ll n

Name : Nanik Firdausiyah (13a)

Level : Elementary

Test : Reciting Holy Qur'an

bismill ir-ra m nir-ra m

al- amdu lill i rabbil-' lam n

ar-ra m nir-ra m

m liki yaumid-d n

iyy ka na'budu wa iyy ka nasta' n

ihdina h- hir hal-mustaq m

hir hallad na an'amta 'alaihim ghairil-mau h bi alaihim wa la - ll n

Name : Ulfatun Hasanah (14a)

Level : Elementary

Test : Reciting Holy Qur'an

bismill hir-rahm nir-rah m

al-hamdu lill hi ra(b)bil-' lam n

ar-ra m ni(r)-rah m

m liki yaumid-d n

iyy ka na'budu wa iyy ka nasta' n

ihdina h- hir   hal-mustak m

 hir   hallad   na an'amta alaihim gairil-maud bi 'alaihim wa lad-doll n

Analysis of English Reading Text (English Pronunciation)

Name : Brillian Analekta (1e)

Level : Intermediate

Test : Reading Text

/feɪ /

/ / /'m zlɪm/ /bɪ'li:vs/ /ɪn/ /'æl / / nd;/ /hi:/ /ɪk'spreses/ /hɪz/ /bɪ'li:f/ /ɪn/ /w ds/ , /pla:nts/ /ɪt/ /ɪn/ / / /ha:t/ / nd;/ /'ækt u lɪzaɪs/ /ɪt/ /ɪn/ /di:d/ . / ɪs/ /feɪ / /ɪz/ /ɪk'spres:d/ /ɪn/ /'di:teɪl/ /baɪ/ /tu:/ /kaɪnd/ v;/ /ɪk'spre ns/ : /'dʒenr l/ / nd;/ /sp 'sɪfɪk/

/ z;/ / / /'dʒenr l/ /feɪ / , / / /'m zlɪm/ /bɪ'li:vs/ /ɪn/ /'æl / /wɪ / / l/ /hɪz/ /neɪms/ / nd;/ /'ætrɪbju:ts/ , / nd;/ /hi:/ / k'sept/ l/ /hɪz/ /k 'ma:nds/ . / e (r)/ /a:(r)/ /'naɪnti/-/'naɪn/ /'ætrɪbju:ts/ / nd;/ /neɪms/ v;/ /'æl / nd;/ / / /'m zlɪm/ /bɪ'li:vs/ /ɪn/ / l/ /hɪz/ /'ætrɪbju:ts/ . /'æl / /ɪz/ / l/-/'pa fl/ . / / l/-/'nəʊɪŋ/ / nd;/ / /kri'eɪt (r)/ v;/ /'ju:nɪv s/ . / / /'m zlɪm/ /rɪga:ds/ /hɪm/ / z;/ / / /' nli/ /ru:l (r)/ / nd;/ /'ma:st (r)/ . / / /'m zlɪm/ /h z/ /tu:/ /dɪ'pend/ / 'p n/ /'æl 's/ /'m si/ / 'l n(d)/

/ / /sp 'sɪfɪk/ /feɪ / / (r)/ /feɪ / /ɪn/ /'di:tel/ /ɪz/ / æt/ /'m zlɪm/ /bɪ'li:vs/ /ɪn/ /'æl / , /hɪz/ /'æ gl/ , /hɪz/ /'h li/ /b k/ (/k 'ra:n/) . / l/ v;/ /hɪz/ /'pr fɪt/ , / / /deɪ/ v;/ /dʒ dʒm n/ / nd;/ /laɪf/ /'a:ft (r)/ /de / / nd;/ / /fæk/ / æt/ /g d/ / nd;/ /'i:vl/ l/ /k m/ /fr m/ /hɪm/ . / / /tru:/ /'m zlɪm/ /bɪ'li:vs/ /ɪn/ / l/ / æz/ /'artɪkl's/ v;/ /feɪ / nd;/ /'f l s/ / / /la:st/ /'pr fɪt/ /ɪz/ /'n n/ /ɪn/ /f l/ /'di:teɪl/ : /'i: (r)/ /ɪt/ /ɪz/ /'rɪtn/ /ɪn/ / /k 'ra:n/ (r)/ /ɪn/ /su:n / . / / /feɪ / /gɪvs/ /'hju:m n/ /bi:ɪŋ/ /pi:s/ / nd;/ /sɪkj r ti/

Name : Retno Anindita (2e)

Level : Intermediate

Test : Reading Text

/feɪ /

/ / /ˈm zlɪm/ /bɪˈliːvs/ /ɪn/ /ˈæl / / nd;/ /hiː/ /ɪkˈspreses/ /hɪz/ /bɪˈliːf/ /ɪn/ /w ds/ , /plaːnts/ /ɪt/ /ɪn/ / / /haːt/ / nd;/ /ˈækt u lɪzaɪs/ /ɪt/ /ɪn/ /diːd/ . / ɪs/ /feɪ / /ɪz/ /ɪkˈspresːd/ /ɪn/ /ˈdiːteɪl/ /baɪ/ /tuː/ /kaɪnd/ / v;/ /ɪkˈspre ns/ : /ˈdʒenr l/ / nd;/ /sp ˈsɪfɪk/

/ z;/ / / /ˈdʒenr l/ /feɪ / , / / /ˈm zlɪm/ /bɪˈliːvs/ /ɪn/ /ˈæl / /wɪ / / l/ /hɪz/ /neɪms/ / nd;/ /ˈætrɪbjuːts/ , / nd;/ /hiː/ / kˈsept/ l/ /hɪz/ /k ˈmaːnds/ . / e (r)/ /aː(r)/ /ˈnaɪnti/-/ˈnaɪn/ /ˈætrɪbjuːts/ / nd;/ /neɪms/ / v;/ /ˈæl / / nd;/ / / /ˈm zlɪm/ /bɪˈliːvs/ /ɪn/ / l/ /hɪz/ /ˈætrɪbjuːts/ . /ˈæl / /ɪz/ / l/-/ˈpa fl/ . / / / l/-/ˈnəʊɪŋ/ / nd;/ / /kriˈeɪt (r)/ / v;/ /ˈjuːnɪv s/ . / / /ˈm zlɪm/ /rɪgaːds/ /hɪm/ / z;/ / / /ˈ nli/ /ruːl (r)/ / nd;/ /ˈmaːst (r)/ . / / /ˈm zlɪm/ /h z/ /tuː/ /dɪˈpend/ / ˈp n/ /ˈæl ˈs/ /ˈm si/ / ˈl n/

/ / /spˈsɪfɪk/ /feɪ / / (r)/ /feɪ / /ɪn/ /ˈdiːtel/ /ɪz/ / æt/ /ˈm zlɪm/ /bɪˈliːvs/ /ɪn/ /ˈæl / , /hɪz/ /ˈæ gl/ , /hɪz/ /ˈh li/ /b k/ (/kˈraːn/) . / l/ / v;/ /hɪz/ /ˈpr fɪt/ , / / /deɪ / / v;/ /dʒ dʒm n/ / nd;/ /laɪf/ /ˈaːft (r)/ /det/ / nd;/ / / /fæk/ / æt/ /g d/ / nd;/ /ˈiːvl/ l/ /k m/ /fr m/ /hɪm/ . / / /truː/ /ˈm zlɪm/ /bɪˈliːvs/ /ɪn/ / l/ / æz/ /ˈartɪklˈs/ / v;/ /feɪ / / nd;/ /ˈf l s/ / / /laːst/ /ˈpr fɪt/ /ɪz/ /ˈn n/ /ɪn/ /f l/ /ˈdiːteɪl/ : /ˈiː (r)/ /ɪt/ /ɪz/ /ˈraɪt n/ /ɪn/ / / /kˈraːn/ / (r)/ /ɪn/ /suːn / . / / /feɪ / /gɪvs/ /ˈhjuːm n/ /biːɪŋ/ /piːs/ / nd;/ /sɪkj r ti/

Name : Ifadha Lutitisari (3e)

Level : Intermediate

Test : Reading Text

/feɪ /

/ / /'m zlɪm/ /bɪ'li:vs/ /ɪn/ /'æl / / nd;/ /hi:/ /ɪk'spreses/ /hɪz/ /bɪ'li:f/ /ɪn/ /w ds/ , /pla:nts/ /ɪt/ /ɪn/ / / /ha:t/ / nd;/ /'ekt ulɪzaɪs/ /ɪt/ /ɪn/ /di:d/ . / ɪs/ /feɪ / /ɪz/ /ɪk'spres:d/ /ɪn/ /'di:teɪl/ /baɪ/ /tu:/ /kaɪnd/ / v;/ /ɪk'spre ns/ : /'dʒenr l/ / nd;/ /sp 'sɪfɪk/

/ z;/ / / /'dʒenr l/ /feɪ / , / / /'m zlɪm/ /bɪ'li:vs/ /ɪn/ /'æl / /wɪ / / l/ /hɪz/ /neɪms/ / nd;/ /'ætrɪbju:ts/ , / nd;/ /hi:/ / k'sept/ / l/ /hɪz/ /ke'ma:nds/ . / e (r)/ /a:(r)/ /'naɪnti/-/'naɪn/ /'ætrɪbju:ts/ / nd;/ /neɪms/ / v;/ /'æl / / nd;/ / / /'m zlɪm/ /bɪ'li:vs/ /ɪn/ / l/ /hɪz/ /'ætrɪbju:ts/ . /'æl / /ɪz/ / l/-/'pa fl/ . / / l/-/'nəʊɪŋ/ / nd;/ / /kri'eɪt (r)/ / v;/ /'ju:nɪv s/ . / / /'m zlɪm/ /rɪga:ds/ /hɪm/ / z;/ / / /' nli/ /ru:l (r)/ / nd;/ /'ma:st (r)/ . / / /'m zlɪm/ /h z/ /tu:/ /dɪ'pend/ / 'p n/ /'æl 's/ /'m si/ / 'l n/

/ / /sp 'sɪfɪk/ /feɪ / / (r)/ /feɪ / /ɪn/ /'di:teɪl/ /ɪz/ / æt/ /'m zlɪm/ /bɪ'li:vs/ /ɪn/ /'æl / , /hɪz/ /'æ gl/ , /hɪz/ /'h li/ /b k/ (/k 'ra:n/) . / l/ / v;/ /hɪz/ /'pr fɪt/ , / / /deɪ/ / v;/ /dʒ dʒm n/ / nd;/ /laɪf/ /'a:ft (r)/ /de / / nd;/ / / /fæk/ / æt/ /g d/ / nd;/ /'i:vl/ / l/ /k m/ /fr m/ /hɪm/ . / / /tru:/ /'m zlɪm/ /bɪ'li:vs/ /ɪn/ / l/ /dez/ /'artɪkl's/ / v;/ /feɪ / / nd;/ /'f l s/ / / /la:st/ /'pr fɪt/ /ɪz/ /'n n/ /ɪn/ /f l/ /'di:teɪl/ : /'i: (r)/ /ɪt/ /ɪz/ /'rɪtn/ /ɪn/ / / /k 'ra:n/ / (r)/ /ɪn/ /su:n / . / / /feɪ / /gɪvs/ /'hju:m n/ /bi:ɪŋ/ /pi:s/ / nd;/ /sɪkj r ti/

Name : Anasytasya Berliana (4e)

Level : Intermediate

Test : Reading Text

/feɪ /

/ / /ˈm zlɪm/ /bɪˈli:vs/ /ɪn/ /ˈæl / / nd;/ /hi:/ /ɪkˈspreses/ /hɪz/ /bɪˈli:f/ /ɪn/ /w ds/ , /plɑ:nts/ /ɪt/ /ɪn/ / / /hert/ / nd;/ /ˈekt u lɪzaɪs/ /ɪt/ /ɪn/ /di:d/ . / ɪs/ /feɪ / /ɪz/ /ɪkˈspres:d/ /ɪn/ /ˈdi:tel/ /baɪ/ /tu:/ /kaɪnd/ / v;/ /ɪkˈspre ns/ : /ˈdʒenral/ / nd;/ /spˈsɪfɪk/

/ z;/ / / /ˈdʒenr l/ /feɪ / , / / /ˈm zlɪm/ /bɪˈli:vs/ /ɪn/ /ˈæl / /wɪ / / l/ /hɪz/ /neɪms/ / nd;/ /ˈætrɪbju:ts/ , / nd;/ /hi:/ / kˈsept/ / l/ /hɪz/ /kˈmɑ:nds/ . / e (r)/ /ɑ:(r)/ /ˈnaɪnti/-/ˈnaɪn/ /ˈætrɪbju:ts/ / nd;/ /neɪms/ / v;/ /ˈæl / / nd;/ / / /ˈm zlɪm/ /bɪˈli:vs/ /ɪn/ / l/ /hɪz/ /ˈætrɪbju:ts/ . /ˈæl / /ɪz/ / l/-/ˈpa fl/ . / / l/-/ˈnəʊɪŋ/ / nd;/ / / /kriˈat (r)/ / v;/ /ˈju:nɪv s/ . / / /ˈm zlɪm/ /rɪgɑ:ds/ /hɪm/ / z;/ / / /ˈ nli/ /ru:l (r)/ / nd;/ /ˈmɑ:st (r)/ . / / /ˈm zlɪm/ /h z/ /tu:/ /dɪˈpend/ / ˈp n/ /ˈæl ˈs/ /ˈm si/ / ˈl n/

/ / /spˈsɪfɪk/ /feɪ / / (r)/ /feɪ / /ɪn/ /ˈdi:teɪl/ /ɪz/ / æt/ /ˈm zlɪm/ /bɪˈli:vs/ /ɪn/ /ˈæl / , /hɪz/ /ˈæ gl/ , /hɪz/ /ˈh li/ /b k/ (/kˈrɑ:n/) . / l/ / v;/ /hɪz/ /ˈpr fɪt/ , / / /deɪ / / v;/ /dʒ dʒm n/ / nd;/ /laɪf/ /ˈɑ:ft (r)/ /de / / nd;/ / / /fæk/ / æt/ /g d/ / nd;/ /ˈi:vl/ / l/ /k m/ /fr m/ /hɪm/ . / / /tru:/ /ˈm zlɪm/ /bɪˈli:vs/ /ɪn/ / l/ / æz/ /ˈartɪklˈs/ / v;/ /feɪ / / nd;/ /ˈf l s/ / / /lɑ:st/ /ˈpr fɪt/ /ɪz/ /ˈn n/ /ɪn/ /f l/ /ˈdi:tel/ : /ˈi: (r)/ /ɪt/ /ɪz/ /ˈraɪtn/ /ɪn/ / /kˈrɑ:n/ / (r)/ /ɪn/ /su:n / . / / /feɪ / /gɪvs/ /ˈhju:m n/ /bi:ɪŋ/ /pi:s/ / nd;/ /sɪkj r ti/

Name : Lisdiana Habibah (5e)

Level : Intermediate

Test : Reading Text

/feɪ /

/ / /'m zlɪm/ /bɪ'li:vs/ /ɪn/ /'æl / / nd;/ /hi:/ /ɪk'spreses/ /hɪz/ /bɪ'li:f/ /ɪn/ /w ds/ , /plents/ /ɪt/ /ɪn/ /   / /ha:t/ / nd;/ /'ekt ulɪzaɪs/ /ɪt/ /ɪn/ /di:d/ . / ɪs/ /feɪ / /ɪz/ /ɪk'spres:d/ /ɪn/ /'di:teɪl/ /baɪ/ /tu:/ /kaɪnd/ / v;/ /ɪk'spre ns/ : /'dʒenr l/ / nd;/ /sp 'sɪfɪk/

/ z;/ / / /'dʒenr l/ /feɪ / , / / /'m zlɪm/ /bɪ'li:vs/ /ɪn/ /'æl / /wɪ / / l/ /hɪz/ /neɪms/ / nd;/ /'ætrɪbju:ts/ , / nd;/ /hi:/ / k'sept/ / l/ /hɪz/ /k 'ma:nds/ . / e (r)/ /a:(r)/ /'naɪnti/-/'naɪn/ /'ætrɪbju:ts/ / nd;/ /neɪms/ / v;/ /'æl / / nd;/ / / /'m zlɪm/ /bɪ'li:vs/ /ɪn/ / l/ /hɪz/ /'ætrɪbju:ts/ . /'æl / /ɪz/ / l/-/'pa fl/ . / / / l/-/'nəʊɪŋ/ / nd;/ / / /kri'at (r)/ / v;/ /'ju:nɪv s/ . / / /'m zlɪm/ /rɪga:ds/ /hɪm/ / z;/ / / /' nli/ /ru:l (r)/ / nd;/ /'ma:st (r)/ . / / /'m zlɪm/ /h z/ /tu:/ /dɪ'pend/ / 'p n/ /'æl 's/ /'m si/ / 'l   n/

/ / /sp 'sɪfɪk/ /feɪ / / (r)/ /feɪ / /ɪn/ /'di:tel/ /ɪz/ / æt/ /'m zlɪm/ /bɪ'li:vs/ /ɪn/ /'æl / , /hɪz/ /'æ gl/ , /hɪz/ /'h li/ /b k/ (/k 'ra:n/) . / l/ / v;/ /hɪz/ /'pr fɪt/ , / / /deɪ/ / v;/ /dʒ dʒm n/ / nd;/ /laɪf/ /'a:ft (r)/ /det/ / nd;/ / / /fæk/ / æt/ /g d/ / nd;/ /'i:vl/ / l/ /k m/ /fr m/ /hɪm/ . / / /tru:/ /'m zlɪm/ /bɪ'li:vs/ /ɪn/ / l/ / æz/ /'artɪkl's/ / v;/ /feɪ / / nd;/ /'f lous/ / / /la:st/ /'pr fɪt/ /ɪz/ /'n   n/ /ɪn/ /f l/ /'di:teɪl/ : /'ei: (r)/ /ɪt/ /ɪz/ /'rɪtn/ /ɪn/ / / /k 'ra:n/ / (r)/ /ɪn/ /su:n / . / / /feɪ / /gɪvs/ /'hju:m n/ /bi:ɪŋ/ /pi:s/ / nd;/ /sɪkj r ti/

Name : Miaudy Risti Fauziyah (6e)

Level : Elementary

Test : Reading Text

/feɪ /

/ / /'m zlɪm/ /bɪ'li:vs/ /ɪn/ /'æl / / nd;/ /hi:/ /ɪk'spreses/ /hɪz/ /bɪ'li:f/ /ɪn/ /w ds/ , /pla:nts/ /ɪt/ /ɪn/ / / /her:t/ / nd;/ /'ekt u lɪzaɪs/ /ɪt/ /ɪn/ /di:d/ . / ɪs/ /feɪ / /ɪz/ /ɪk'spres:d/ /ɪn/ /'di:teɪl/ /baɪ/ /tu:/ /kaɪnd/ / v;/ /ɪk'spre ns/ : /'dʒenr l/ / nd;/ /sp 'sɪfɪk/

/ z;/ / / /'dʒenr l/ /feɪ / , / / /'m zlɪm/ /bɪ'li:vs/ /ɪn/ /'æl / /wɪ / / l/ /hɪz/ /neɪms/ / nd;/ /'ætrɪbju:ts/ , / nd;/ /hi:/ / k'sept/ / l/ /hɪz/ /ke'ma:nds/ . / e (r)/ /a:(r)/ /'naɪnti/-/'naɪn/ /'ætrɪbju:ts/ / nd;/ /nems/ / v;/ /'æl / / nd;/ / / /'m zlɪm/ /bɪ'li:vs/ /ɪn/ / l/ /hɪz/ /'ætrɪbju:ts/ . /'æl / /ɪz/ / l/-/'pa fl/ . / / l/-/'nəʊɪŋ/ / nd;/ / /kri'eɪt (r)/ / v;/ /'ju:nɪv s/ . / / /'m zlɪm/ /rɪga:ds/ /hɪm/ / z;/ / / /' nli/ /ru:l (r)/ / nd;/ /'ma:st (r)/ . / / /'m zlɪm/ /h z/ /tu:/ /dɪ'pend/ /a'p n/ /'æl 's/ /'m si/ / 'l n/

/ / /sp 'sɪfɪk/ /feɪ / / (r)/ /feɪ / /ɪn/ /'di:tel/ /ɪz/ / æt/ /'m zlɪm/ /bɪ'li:vs/ /ɪn/ /'æl / , /hɪz/ /'æ gl/ , /hɪz/ /'h li/ /b k/ (/k 'ra:n/) . / l/ / v;/ /hɪz/ /'pr fɪt/ , / / /deɪ/ / v;/ /dʒ dʒm n/ / nd;/ /liv/ /'a:ft (r)/ /de / / nd;/ / / /fæk/ / æt/ /g d/ / nd;/ /'i:vl/ / l/ /k m/ /fr m/ /hɪm/ . / / /tru:/ /'m zlɪm/ /bɪ'li:vs/ /ɪn/ / l/ / æz/ /'artɪkl's/ / v;/ /feɪ / / nd;/ /'f l s/ / / /la:st/ /'pr fɪt/ /ɪz/ /'n n/ /ɪn/ /f l/ /'di:teɪl/ : /'i: (r)/ /ɪt/ /ɪz/ /'rɪtn/ /ɪn/ / / /k 'ra:n/ / (r)/ /ɪn/ /su:n / . / / /feɪ / /gɪvs/ /'hju:m n/ /bi:ɪŋ/ /pi:s/ / nd;/ /sɪkj r ti/

Name : Rafidha Talita Mustafa (7e)

Level : Elementary

Test : Reading Text

/feɪ /

/ / /'m zlɪm/ /bɪ'li:vs/ /ɪn/ /'æl / / nd;/ /hi:/ /ɪk'spreses/ /hɪz/ /bɪ'li:f/ /ɪn/ /w ds/ , /pla:nts/ /ɪt/ /ɪn/ / / /ha:t/ / nd;/ /'ækt u lɪzaɪs/ /ɪt/ /ɪn/ /di:d/ . / ɪs/ /feɪ / /ɪz/ /ɪk'spres:d/ /ɪn/ /'di:teɪl/ /baɪ/ /tu:/ /kaɪnd/ / v;/ /ɪk'spre ns/ : /'dʒenr l/ / nd;/ /sp 'sɪfɪk/

/ z;/ / / /'dʒenr l/ /feɪ / , / / /'m zlɪm/ /bɪ'li:vs/ /ɪn/ /'æl / /wɪ / / l/ /hɪz/ /neɪms/ / nd;/ /'ætrɪbju:ts/ , / nd;/ /hi:/ /ek'sept/ / l/ /hɪz/ /ko'ma:nds/ . / e (r)/ /a:(r)/ /'naɪnti/-/'naɪn/ /'ætrɪbju:ts/ / nd;/ /neɪms/ / v;/ /'æl / / nd;/ / / /'m zlɪm/ /bɪ'li:vs/ /ɪn/ / l/ /hɪz/ /'ætrɪbju:ts/ . /'æl / /ɪz/ / l/-/'pa fl/ . /t / / l/-/'nəʊɪŋ/ / nd;/ / / /kri'eɪt (r)/ / v;/ /'ju:nɪv s/ . / / /'m zlɪm/ /rɪga:ds/ /hɪm/ / z;/ / / /' nli/ /ru:l (r)/ / nd;/ /'ma:st (r)/ . / / /'m zlɪm/ /h z/ /tu:/ /dɪ'pend/ / 'p n/ /'æl 's/ /'m si/ / 'lon/

/ / /sp 'sɪfɪk/ /feɪ / / (r)/ /feɪ / /ɪn/ /'di:teɪl/ /ɪz/ / æt/ /'m zlɪm/ /bɪ'li:vs/ /ɪn/ /'æl / , /hɪz/ /'æ gl/ , /hɪz/ /'h li/ /b k/ (/k 'ra:n/) . / l/ / v;/ /hɪz/ /'pr fɪt/ , / / /deɪ/ / v;/ /dʒadm n/ / nd;/ /laɪf/ /'a:ft (r)/ /de / / nd;/ / / /fæk/ / æt/ /g d/ / nd;/ /'i:vl / l/ /k m/ /fr m/ /hɪm/ . / / /tru:/ /'m zlɪm/ /bɪ'li:vs/ /ɪn/ / l/ / æz/ /'art ɪkl's/ / v;/ /feɪ / / nd;/ /'f l s/ / / /la:st/ /'profɪt/ /ɪz/ /'n n/ /ɪn/ /f l/ /'di:teɪl/ : /'ei: (r)/ /ɪt/ /ɪz/ /'rɪtn/ /ɪn/ / / /k 'ra:n/ / (r)/ /ɪn/ /su:n / . / / /feɪ / /gɪvs/ /'hju:m n/ /bi:ɪŋ/ /pi:s/ / nd;/ /sɪkj r ti/

Name : Fitriatul Ula (8e)

Level : Elementary

Test : Reading Text

/feɪ /

/ / /'m zlɪm/ /bɪ'li:vs/ /ɪn/ /'æl / / nd;/ /hi:/ /ɪk'spreses/ /hɪz/ /bɪ'li:f/ /ɪn/ /w ds/ , /pla:nts/ /ɪt/ /ɪn/ / / /ha:t/ / nd;/ /'ækt u lɪzaɪs/ /ɪt/ /ɪn/ /di:d/ . / ɪs/ /feɪ / /ɪz/ /ɪk'spres:d/ /ɪn/ /'di:tel/ /baɪ/ /tu:/ /kaɪnd/ / v;/ /ɪk'spre ns/ : /'dʒenr l/ / nd;/ /sp 'sɪfɪk/

/ z;/ / / /'dʒenr l/ /feɪ / , / / /'m zlɪm/ /bɪ'li:vs/ /ɪn/ /'æl / /wɪ / / l/ /hɪz/ /neɪms/ / nd;/ /'ætrɪbju:ts/ , / nd;/ /hi:/ / k'sept/ / l/ /hɪz/ /k 'ma:nds/ . / e (r)/ /a:(r)/ /'naɪnti/-/'naɪn/ /'ætrɪbju:ts/ / nd;/ /neɪms/ / v;/ /'æl / / nd;/ / / /'m zlɪm/ /bɪ'li:vs/ /ɪn/ / l/ /hɪz/ /'ætrɪbju:ts/ . /'æl / /ɪz/ / l/-/'pa fl/ . / / l/-/'nəʊɪŋ/ / nd;/ / /kri'eɪt (r)/ / v;/ /'ju:nɪv s/ . / / /'m zlɪm/ /rɪga:ds/ /hɪm/ / z;/ / / /' nli/ /ru:l (r)/ / nd;/ /'ma:st (r)/ . / / /'m zlɪm/ /h z/ /tu:/ /dɪ'pend/ /u'p n/ /'æl 's/ /'m si/ / 'l n/

/ / /sp 'sɪfɪk/ /feɪ / / (r)/ /feɪ / /ɪn/ /'di:teɪl/ /ɪz/ / æt/ /'m zlɪm/ /bɪ'li:vs/ /ɪn/ /'æl / , /hɪz/ /'æ gl/ , /hɪz/ /'h li/ /b k/ (/k 'ra:n/) . / l/ / v;/ /hɪz/ /'pr fɪt/ , / / /deɪ/ / v;/ /dʒadm n/ / nd;/ /laɪf/ /'a:ft (r)/ /de / / nd;/ / / /fæk/ / æt/ /g d/ / nd;/ /'e:vl/ / l/ /k m/ /fr m/ /hɪm/ . / / /tru:/ /'m zlɪm/ /bɪ'li:vs/ /ɪn/ / l/ / æz/ /'artɪkl's/ / v;/ /feɪ / / nd;/ /'f l s/ / / /la:st/ /'pr fɪt/ /ɪz/ /'n n/ /ɪn/ /f l/ /'di:tel/ : /'i: (r)/ /ɪt/ /ɪz/ /'rɪtn/ /ɪn/ / /k 'ra:n/ (r)/ /ɪn/ /su:n / . / / /feɪ / /gɪvs/ /'hju:m n/ /bi:ɪŋ/ /pi:s/ / nd;/ /sɪkj r ti/

Name : Lisa Adistriana (9e)

Level : Elementary

Test : Reading Text

/feɪ /

/ / /'m zlɪm/ /bɪ'li:vs/ /ɪn/ /'æl / / nd;/ /hi:/ /ɪk'spreses/ /hɪz/ /bɪ'li:f/ /ɪn/ /w ds/ , /pla:nts/ /ɪt/ /ɪn/ / / /ha:rt/ / nd;/ /'ækt u lɪzaɪs/ /ɪt/ /ɪn/ /di:d/ . / ɪs/ /feɪ / /ɪz/ /ek'spres:d/ /ɪn/ /'di:teɪl/ /baɪ/ /tu:/ /kaɪnd/ / v;/ /ɪk'spre ns/ : /'dʒenr l/ / nd;/ /spe'sɪfi:k/

/ z;/ / / /'dʒenr l/ /feɪ / , / / /'m zlɪm/ /bɪ'li:vs/ /ɪn/ /'æl / /wɪ / / l/ /hɪz/ /neɪms/ / nd;/ /'ætrɪbju:ts/ , / nd;/ /hi:/ / k'sept/ / l/ /hɪz/ /ka'ma:nds/ . / e (r)/ /a:(r)/ /'naɪnti/-/'naɪn/ /'ætrɪbju:ts/ / nd;/ /neɪms/ / v;/ /'æl / / nd;/ / / /'m zlɪm/ /bɪ'li:vs/ /ɪn/ / l/ /hɪz/ /'ætrɪbju:ts/ . /'æl / /ɪz/ / l/-/'pa fl/ . / / l/-/'nəʊɪŋ/ / nd;/ / /kri'eɪt (r)/ / v;/ /'ju:nɪv s/ . / / /'m zlɪm/ /rɪga:ds/ /hɪm/ / z;/ / / /' nli/ /ru:l (r)/ / nd;/ /'ma:st (r)/ . / / /'m zlɪm/ /h z/ /tu:/ /dɪ'pend/ /u'p n/ /'æl 's/ /'m si/ / 'l n/

/ / /sp 'sɪfɪk/ /feɪ / / (r)/ /feɪ / /ɪn/ /'di:teɪl/ /ɪz/ / æt/ /'m zlɪm/ /bɪ'li:vs/ /ɪn/ /'æl / , /hɪz/ /'æ gl/ , /hɪz/ /'h li/ /b k/ (/k 'ra:n/) . / l/ / v;/ /hɪz/ /'pr fɪt/ , / / /deɪ/ / v;/ /dʒ dʒm n/ / nd;/ /laɪf/ /'a:ft (r)/ /de / / nd;/ / / /fæk/ / æt/ /g d/ / nd;/ /'i:vl/ / l/ /k m/ /fr m/ /hɪm/ . / / /tru:/ /'m zlɪm/ /bɪ'li:vs/ /ɪn/ / l/ / æz/ /'art ɪkl's/ / v;/ /feɪ / / nd;/ /'f l s/ / / /la:st/ /'profɪt/ /ɪz/ /'n n/ /ɪn/ /f l/ /'di:teɪl/ : /'e: (r)/ /ɪt/ /ɪz/ /'rɪtn/ /ɪn/ / /k 'ra:n/ / (r)/ /ɪn/ /su:n / . / / /feɪ / /gɪvs/ /'hju:m n/ /bi:ɪŋ/ /pi:s/ / nd;/ /sɪkj r ti/

Name : Silvia Nadia (10e)

Level : Advance

Test : Reading Text

/feɪ /

/ / /'m zlɪm/ /bɪ'li:vs/ /ɪn/ /'æl / / nd;/ /hi:/ /ɪk'spreses/ /hɪz/ /bɪ'li:f/ /ɪn/ /w ds/ , /pla:nts/ /ɪt/ /ɪn/ /   / /ha:t/ / nd;/ /'ækt u lɪzaɪs/ /ɪt/ /ɪn/ /di:d/ . / ɪs/ /feɪ / /ɪz/ /ɪk'spres:d/ /ɪn/ /'di:teɪl/ /baɪ/ /tu:/ /kaɪnd/ / v;/ /ɪk'spre ns/ : /'dʒenr l/ / nd;/ /sp 'sɪfɪk/

/ z;/ / / /'dʒenr l/ /feɪ / , / / /'m zlɪm/ /bɪ'li:vs/ /ɪn/ /'æl / /wɪ / / l/ /hɪz/ /neɪms/ / nd;/ /'ætrɪbju:ts/ , / nd;/ /hi:/ /ek'sept/ / l/ /hɪz/ /k 'ma:nds/ . / e (r)/ /a:(r)/ /'naɪnti/-/'naɪn/ /'ætrɪbju:ts/ / nd;/ /neɪms/ / v;/ /'æl / / nd;/ / / /'m zlɪm/ /bɪ'li:vs/ /ɪn/ / l/ /hɪz/ /'ætrɪbju:ts/ . /'æl / /ɪz/ / l/-/'pa fl/ . /d / / l/-/'nəʊɪŋ/ / nd;/ / / /kri'eɪt (r)/ / v;/ /'ju:nɪv s/ . / / /'m zlɪm/ /rɪga:ds/ /hɪm/ / z;/ / / /' nli/ /ru:l (r)/ / nd;/ /'ma:st (r)/ . / / /'m zlɪm/ /h z/ /tu:/ /dɪ'pend/ / 'p n/ /'æl 's/ /'m si/ / 'l n/

/ / /sp 'sɪfɪk/ /feɪ / / (r)/ /feɪ / /ɪn/ /'di:tel/ /ɪz/ / æt/ /'m zlɪm/ /bɪ'li:vs/ /ɪn/ /'æl / , /hɪz/ /'æ gl/ , /hɪz/ /'h li/ /b k/ (/k 'ra:n/) . / l/ / v;/ /hɪz/ /'pr fɪt/ , / / /deɪ / / v;/ /dʒadʒm n/ / nd;/ /laɪf/ /'a:ft (r)/ /de / / nd;/ / / /fæk/ / æt/ /g d/ / nd;/ /'ei:vl/ / l/ /k m/ /fr m/ /hɪm/ . / / /tru:/ /'m zlɪm/ /bɪ'li:vs/ /ɪn/ / l/ / æz/ /'artɪkl's/ / v;/ /feɪ / / nd;/ /'f l s/ / / /la:st/ /'pr fɪt/ /ɪz/ /'nown/ /ɪn/ /f l/ /'di:teɪl/ : /'i: (r)/ /ɪt/ /ɪz/ /'rɪtn/ /ɪn/ / / /k 'ra:n/ / (r)/ /ɪn/ /su:n / . / / /feɪ / /gɪvs/ /'hju:m n/ /bi:ɪŋ/ /pi:s/ / nd;/ /sɪkj r ti/

Name : Fitania Dwi S (11e)

Level : Advance

Test : Reading Text

/feɪ /

/ / /'m zlɪm/ /bɪ'li:vs/ /ɪn/ /'æl / / nd;/ /hi:/ /ek'spreses/ /hɪz/ /bɪ'li:f/ /ɪn/ /w ds/ , /pla:nts/ /ɪt/ /ɪn/ / / /ha:t/ / nd;/ /'ækt u lɪzaɪs/ /ɪt/ /ɪn/ /di:d/ . / ɪs/ /feɪ / /ɪz/ /ɪk'spres:d/ /ɪn/ /'di:teɪl/ /baɪ/ /tu:/ /kaɪnd/ / v;/ /ɪk'spre ns/ : /'dʒenr l/ / nd;/ /sp 'sɪfɪk/

/ z;/ / / /'dʒenr l/ /feɪ / , / / /'m zlɪm/ /bɪ'li:vs/ /ɪn/ /'æl / /wɪ / / l/ /hɪz/ /neɪms/ / nd;/ /'ætrɪbju:ts/ , / nd;/ /hi:/ / k'sept/ / l/ /hɪz/ /ke'ma:nds/ . / e (r)/ /a:(r)/ /'naɪnti/-/'naɪn/ /'ætrɪbju:ts/ / nd;/ /neɪms/ / v;/ /'æl / / nd;/ / / /'m zlɪm/ /bɪ'li:vs/ /ɪn/ / l/ /hɪz/ /'ætrɪbju:ts/ . /'æl / /ɪz/ / l/-/'pa fl/ . /d / / l/-/'nəʊɪŋ/ / nd;/ / / /kri't (r)/ / v;/ /'ju:nɪv s/ . / / /'m zlɪm/ /rɪga:ds/ /hɪm/ / z;/ / / /' nli/ /ru:l (r)/ / nd;/ /'ma:st (r)/ . / / /'m zlɪm/ /h z/ /tu:/ /dɪ'pend/ / 'p n/ /'æl 's/ /'m si/ / 'l n/

/ / /sp 'sɪfɪk/ /feɪ / / (r)/ /feɪ / /ɪn/ /'di:teɪl/ /ɪz/ / æt/ /'m zlɪm/ /bɪ'li:vs/ /ɪn/ /'æl / , /hɪz/ /'æ gl/ , /hɪz/ /'h li/ /b k/ (/ko'ra:n/) . / l/ / v;/ /hɪz/ /'pr fɪt/ , / / /deɪ / / v;/ /dʒ dʒm n/ / nd;/ /laɪf/ /'a:ft (r)/ /de / / nd;/ / / /fæk/ / æt/ /g d/ / nd;/ /'i:vl/ / l/ /k m/ /fr m/ /hɪm/ . / / /tru:/ /'m zlɪm/ /bɪ'li:vs/ /ɪn/ / l/ / æz/ /'artɪkl's/ / v;/ /feɪ / / nd;/ /'f l s/ / / /la:st/ /'pr fɪt/ /ɪz/ /'n n/ /ɪn/ /f l/ /'di:teɪl/ : /'i: (r)/ /ɪt/ /ɪz/ /'rɪtn/ /ɪn/ / / /ko'ra:n/ / (r)/ /ɪn/ /su:n / . / / /feɪ / /gɪvs/ /'hju:m n/ /bi:ɪŋ/ /pi:s/ / nd;/ /sɪkj r ti/

Name : Sofiyatul Widad (12e)

Level : Elemenntary

Test : Reading Text

/feɪ /

/ / /'m zlɪm/ /bɪ'li:vs/ /ɪn/ /'æl / / nd;/ /hi:/ /ɪk'spreses/ /hɪz/ /bɪ'li:f/ /ɪn/ /w ds/ , /pla:nts/ /ɪt/ /ɪn/ / / /ha:t/ / nd;/ /'ektulɪzaɪs/ /ɪt/ /ɪn/ /di:d/ . / ɪs/ /feɪ / /ɪz/ /ɪk'spres:d/ /ɪn/ /'di:teɪl/ /baɪ/ /tu:/ /kaɪnd/ / v;/ /ɪk'spre ns/ : /'dʒenr l/ / nd;/ /sp 'sɪfɪk/

/ z;/ / / /'dʒenr l/ /feɪ / , / / /'m zlɪm/ /bɪ'li:vs/ /ɪn/ /'æl / /wɪ / / l/ /hɪz/ /neɪms/ / nd;/ /'ætrɪbju:ts/ , / nd;/ /hi:/ / k'sept/ / l/ /hɪz/ /ka'me:nds/ . / e (r)/ /a:(r)/ /'naɪnti/-/'naɪn/ /'ætrɪbju:ts/ / nd;/ /neɪms/ / v;/ /'æl / / nd;/ / / /'m zlɪm/ /bɪ'li:vs/ /ɪn/ / l/ /hɪz/ /'ætrɪbju:ts/ . /'æl / /ɪz/ / l/-/'pa fl/ . / / l/-/'nəʊɪŋ/ / nd;/ / /kri'eɪt (r)/ / v;/ /'ju:nɪv s/ . / / /'m zlɪm/ /rɪga:ds/ /hɪm/ / z;/ / / /' nli/ /ru:l (r)/ / nd;/ /'ma:st (r)/ . / / /'m zlɪm/ /h z/ /tu:/ /dɪ'pend/ /a'p n/ /'æl 's/ /'m si/ / 'l n/

/ / /sp 'sɪfɪk/ /feɪ / / (r)/ /feɪ / /ɪn/ /'di:teɪl/ /ɪz/ / æt/ /'m zlɪm/ /bɪ'li:vs/ /ɪn/ /'æl / , /hɪz/ /'æ gl/ , /hɪz/ /'h li/ /b k/ (/k 'ra:n/) . / l/ / v;/ /hɪz/ /'pr fɪt/ , / / /deɪ/ / v;/ /dʒ dʒm n/ / nd;/ /laɪf/ /'a:ft (r)/ /de / / nd;/ / / /fæk/ / æt/ /g d/ / nd;/ /'ei:vl/ / l/ /k m/ /fr m/ /hɪm/ . / / /tru:/ /'m zlɪm/ /bɪ'li:vs/ /ɪn/ / l/ / æz/ /'artɪkl's/ / v;/ /feɪ / / nd;/ /'f l s/ / / /la:st/ /'pr fɪt/ /ɪz/ /'nawn/ /ɪn/ /f l/ /'di:teɪl/ : /'i: (r)/ /ɪt/ /ɪz/ /'rɪtn/ /ɪn/ / /k 'ra:n/ / (r)/ /ɪn/ /su:n / . / / /feɪ / /gɪvs/ /'hju:m n/ /bi:ɪŋ/ /pi:s/ / nd;/ /sɪkj r ti/

Name : Nanik Firdausiyah (13e)

Level : Elementary

Test : Reading Text

/feɪ /

/ / /'m zlɪm/ /bɪ'li:vs/ /ɪn/ /'æl / / nd;/ /hi:/ /ɪk'spreses/ /hɪz/ /bɪ'li:f/ /ɪn/ /w ds/ , /pla:nts/ /ɪt/ /ɪn/ / / /ha:t/ / nd;/ /'ækt u lɪzaɪs/ /ɪt/ /ɪn/ /di:d/ . / ɪs/ /feɪ / /ɪz/ /ɪk'spres:d/ /ɪn/ /'di:teɪl/ /baɪ/ /tu:/ /kaɪnd/ / v;/ /ek'spresi ns/ : /'dʒenr l/ / nd;/ /sp 'sɪfɪk/

/ z;/ / / /'dʒenr l/ /feɪ / , / / /'m zlɪm/ /bɪ'li:vs/ /ɪn/ /'æl / /wɪ / / l/ /hɪz/ /neɪms/ / nd;/ /'ætrɪbju:ts/ , / nd;/ /hi:/ / k'sept/ / l/ /hɪz/ /ke'ma:nds/ . / e (r)/ /a:(r)/ /'naɪnti/-/'naɪn/ /'ætrɪbju:ts/ / nd;/ /neɪms/ / v;/ /'æl / / nd;/ / / /'m zlɪm/ /bɪ'li:vs/ /ɪn/ / l/ /hɪz/ /'ætrɪbju:ts/ . /'æl / /ɪz/ / l/-/'pa fl/ . / / l/-/'nəʊɪŋ/ / nd;/ / /kri'eɪt (r)/ / v;/ /'ju:nɪv s/ . / / /'m zlɪm/ /rɪga:ds/ /hɪm/ / z;/ / / /' nli/ /ru:l (r)/ / nd;/ /'ma:st (r)/ . / / /'m zlɪm/ /h z/ /tu:/ /dɪ'pend/ /a'p n/ /'æl 's/ /'m si/ / 'l n/

/ / /sp 'sɪfɪk/ /feɪ / / (r)/ /feɪ / /ɪn/ /'di:teɪl/ /ɪz/ / æt/ /'m zlɪm/ /bɪ'li:vs/ /ɪn/ /'æl / , /hɪz/ /'æ gl/ , /hɪz/ /'h li/ /b k/ (k 'ra:n/) . / l/ / v;/ /hɪz/ /'prof t/ , / / /deɪ/ / v;/ /dʒ dʒm n/ / nd;/ /laɪf/ /'a:ft (r)/ /de / / nd;/ / / /fæk/ / æt/ /g d/ / nd;/ /'i:vl/ / l/ /k m/ /fr m/ /hɪm/ . / / /tru:/ /'m zlɪm/ /bɪ'li:vs/ /ɪn/ / l/ / æz/ /'art ɪkl's/ / v;/ /feɪ / / nd;/ /'f l s/ / / /la:st/ /'pr fɪt/ /ɪz/ /'nown/ /ɪn/ /f l/ /'di:teɪl/ : /'i: (r)/ /ɪt/ /ɪz/ /'rɪtn/ /ɪn/ / / /k 'ra:n/ / (r)/ /ɪn/ /su:n / . / / /feɪ / /gɪvs/ /'hju:m n/ /bi:ɪŋ/ /pi:s/ / nd;/ /sɪkj r ti/

Name : Ulfatun Hasanah (14e)

Level : Elementary

Test : Reading Text

/feɪ /

/ / /'m zlɪm/ /bɪ'li:vs/ /ɪn/ /'æl / / nd;/ /hi:/ /ɪk'spreses/ /hɪz/ /bɪ'li:f/ /ɪn/ /werds/ , /pla:nts/ /ɪt/ /ɪn/ / / /hert/ / nd;/ /'ekt ulizaɪs/ /ɪt/ /ɪn/ /di:d/ . / ɪs/ /feɪ / /ɪz/ /ɪk'spres:d/ /ɪn/ /'di:tel/ /baɪ/ /tu:/ /kaɪnd/ / v;/ /ɪk'spre ns/ : /'dʒenr l/ / nd;/ /sp 'sɪfɪk/

/ z;/ / / /'dʒenr l/ /feɪd/ , / / /'m zlɪm/ /bɪ'li:vs/ /ɪn/ /'æl / /wɪ / / l/ /hɪz/ /neɪms/ / nd;/ /'ætrɪbju:ts/ , / nd;/ /hi:/ /ek'sept/ / l/ /hɪz/ /k 'ma:nds/ . / e (r)/ /a:(r)/ /'naɪnti/-/'naɪn/ /'ætrɪbju:ts/ / nd;/ /neɪms/ / v;/ /'æl / / nd;/ / / /'m zlɪm/ /bɪ'li:vs/ /ɪn/ / l/ /hɪz/ /'ætrɪbju:ts/ . /'æl / /ɪz/ / l/-/'pa fl/ . / / l/-/'nəʊɪŋ/ / nd;/ / /kri'eɪt (r)/ / v;/ /'ju:nɪv s/ . / / /'m zlɪm/ /rɪga:ds/ /hɪm/ / z;/ / / /' nli/ /ru:l (r)/ / nd;/ /'ma:st (r)/ . / / /'muslɪm/ /h z/ /tu:/ /dɪ'pend/ /u'pon/ /'æl 's/ /'m si/ / 'l n/

/ / /sp 'sɪfɪk/ /feɪ / / (r)/ /feɪ / /ɪn/ /'di:teɪl/ /ɪz/ / æt/ /'m zlɪm/ /bɪ'li:vs/ /ɪn/ /'æl / , /hɪz/ /'æ gl/ , /hɪz/ /'h li/ /b k/ (/k 'ra:n/) . / l/ / v;/ /hɪz/ /'pr fɪt/ , / / /deɪ/ / v;/ /dʒ dʒm n/ / nd;/ /leɪf/ /'a:ft (r)/ /de / / nd;/ / / /fek/ / æt/ /gu:d/ / nd;/ /'i:vl/ / l/ /k m/ /fr m/ /hɪm/ . / / /tru:/ /'m zlɪm/ /bɪ'li:vs/ /ɪn/ / l/ / æz/ /'artɪkl's/ / v;/ /feɪ / / nd;/ /'f l s/ / / /las/ /'pr fɪt/ /ɪz/ /'nawn/ /ɪn/ /f l/ /'di:teɪl/ : /'e: (r)/ /ɪt/ /ɪz/ /'rɪtn/ /ɪn/ / / /ko'ra:n/ / (r)/ /ɪn/ /su:n / . / / /feɪt/ /gɪvs/ /'hju:m n/ /bi:ɪŋ/ /pi:s/ / nd;/ /sɪkj r ti/

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Website : www.http://ftik.iain-jember.ac.id e-mail : tarbiyah.iainjember@gmail.com

Nomor : B. 1981 /In.20/3.a/PP.00.9/12/2018
Sifat : Biasa   18 Desember 2018
Lampiran : -
Hal : **Permohonan Izin Penelitian**

Yth. Direktur Lembaga Pengembangan Bahasa Asing Nurul Jadid
Jalan Kyai Haji Zaini Mun'im Karanganyar Paiton Probolinggo 67291

Assalamualaikum Wr Wb.

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

Nama	:	Ainur Rohmah
NIM	:	T20156058
Semester	:	VII (Tujuh)
Jurusan	:	Pendidikan Bahasa
Prodi	:	Tadris Bahasa Inggris

untuk mengadakan Penelitian/Riset mengenai *The Correlation between Student's Ability on Arabic Nathqul Lafdzi and English Pronunciation at Foreign Language Development Institute of Nurul Jadid* di Lembaga Pengembangan Bahasa Asing (LPBA) Nurul Jadid selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak.

Adapun pihak-pihak yang dituju adalah sebagai berikut:

1. Direktur Lembaga
2. Pengurus
3. Peserta Didik

Demikian, atas perkenan dan kerjasamanya disampaikan terima kasih.

Wassalamualaikum Wr Wb.

a.n. Dekan
Wakil Dekan Bidang Akademik,

Khoirul Faizin

Nomor : NJ-H/09/0083/A.II/LPBA/02. 2019

Lampiran : o0o

Perihal : **Keterangan Penelitian**

Kepada yang Terhormat:

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Institut Agama Islam Negeri Jember

di - **Tempat**

Assalamu'alaikum War. Wab.

Salam sejahtera kami sampaikan semoga Bapak tetap dalam naungan Taufiq dan Hidayahnya sehingga tetap mampu malaksanakan aktivitas sehari-hari.

Yang bertanda tangan dibawah ini adalah Direktur Lembaga Pengembangan Bahasa Asing (LPBA) PP. Nurul Jadid Paiton Probolinggo Menerangkan dengan sebenarnya bahwa :

Nama   : Ainur Rohmah

NIM   : T20156058

Semester : VII (tujuh)

Jurusan : Tadris Bahasa Inggris (TBI)

Alamat : Cermee Bondowoso

Judul Skripsi : **The Correlation Between Student's Ability on Arabic Nathqul Lafdzi and English Pronunciation at Foreign Language Development Institute of Nurul Jadid**

Telah melakukan kegiatan penelitian untuk menyelesaikan tugas akhir (skripsi) di Lembaga Pengembangan Bahasa Asing (LPBA) PP. Nurul Jadid Paiton Probolinggo terhitung sejak tanggal 26 Desember 2018 s/d 26 Januari 2019.

Demikian surat keterangan ini kami buat dengan sebenarnya dan untuk dipergunakan sebagaimana mestinya.

Wassalamu'alaikum War. Wab.

Paiton, 30 Januari 2019

LPBA,

MUHAMMAD AL-FAYYADL, M. Phil

BIO DATA OF WRITER

Name : Ainur Rohmah

NIM : T20156058

Place and Date of Birth : Bondowoso, April 26th 1996

Address : Suling-Wetan, Cermee, Bondowoso

Major : Language Education

Study Program : English Education Department

Organizational Experience :

1. Secretary of NJIC 2017-2018

2. Treasurer of Arabic division ICIS 2016-2017

3. The coordinator of science HMPS ESA 2017-2018

4. Member of IPPNU

Academic Achievement :

1. Delegation of Arabic debate 2015, 2016, 2017 (National)

2. Delegation of Arabic speech 2016 (National)

3. National conference participant 4th ELTT 2018