THE INFLUENCE OF ARABIC SOUNDS ON ENGLISH PRONUNCIATION PRACTICED BY INDONESIAN QURAN TEACHERS

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ABSTRACT

Three English fricatives [θ], [ð], and [ʃ] have been confusing many Indonesian people when they pronounce English words. Even though these three sounds are not present in Indonesian, they are found in Arabic. The goal of the research is to reveal if Indonesian Muslims, who are qualified Quran teachers, can pronounce English words correctly. The subjects of the research are passive English speakers who still get enough English exposure at college. To explore the language phenomenon, a qualitative method is applied in this research. The qualitative method is used to describe and clarify experiences in people's lives. The research showed from 60 pieces of data involving two subjects, they succeeded in pronouncing 53 English words in total accurately. This phenomenon occurs due to a positive language transfer because Arabic can facilitate their English pronunciation.

Keywords: Arabic, English, Language Transfer

ABSTRAK

Tiga frikatif Bahasa Inggris [θ], [ð], dan [ʃ] telah banyak membingungkan banyak orang Indonesia ketika mereka melafalkan bahasa Inggris. Meskipun tiga bunyi ini tidak hadir dalam Bahasa Indonesia, tetapi mereka ditemukan dalam bahasa Arab. Tujuan dari penelitian ini adalah untuk mengungkap apakah orang Muslim Indonesia, yang mana adalah guru Quran yang terkualifikasi, mampu untuk melafalkan kata-kata bahasa Inggris dengan benar. Subjek penelitian adalah penutur bahasa Inggris pasif yang mendapat paparan bahasa Inggris yang cukup dalam perkuliahan. Dalam rangka menjelejahi fenomena bahasa, metode kualitatif diterapkan dalam penelitian ini. Metode kualitatif digunakan untuk mendeskripsikan dan mengklarifikasikan pengalaman dalam kehidupan orang-orang. Penelitian ini menunjukkan dari 60 potongan data yang melibatkan dua subjek, mereka berhasil dalam melafalkan secara akurat dengan total 53 kata-kata bahasa Inggris. Fenomena ini terjadi karena adanya sebuah transfer bahasa positif karena bahasa Arab dapat memfasilitasi pelafalan bahasa Inggris mereka.

Kata Kunci: Bahasa Arab, Bahasa Inggris, Transfer Bahasa

INTRODUCTION

A country which has a huge Muslim population like Indonesia is more likely to have a close relationship with the Arabic language (Lestiono & Gusdian, 2017)[1]. This phenomenon happens because the Arabic language becomes the language of the Quran which is learned, recited, and memorized by mostly every Muslim. In Indonesia, Muslim people commonly have learned the

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[1] Lestiono, Riski, and Rosalin Ismayoeng Gusdian. "Arriving at English Pronunciation by Means of Arabic Consonant Sounds: A Case Study on EFL Students in Indonesian Context." 7th International Conference on Literature, Humanities, Social Sciences and Education (2017): 2.

Quran since they were children. Irlina (2019)[2] states that family, school, and society play an important role to influence and teach the Quran to Muslim children. Therefore, it has been known very well that Muslim people in Indonesia have closeness with the Quran and the Arabic language since they have interacted with them since childhood.

Indonesian people especially Muslims who have closeness with the Quran and the Arabic language are more likely to find an easy pattern when they start to learn, speak, and pronounce English. There are some similarities in the sound between Arabic and English. English itself generally has 24 consonants with eight places of articulation (McMahon, 2002)[3] while Arabic has 28 consonants with nine places of articulation (Watson, 2002)[4]. Even though these two languages are different in morphology, semantics, and syntax (Alshalaan, 2020)[5], there are some consonant sounds share the same characteristics.

Besides the similarities between English in Arabic, there is another reason why Indonesian people are easier to learn especially pronounce English when they have learned Arabic sounds well. Based on the Indonesian phonetic inventory, there are only 22 consonants with six places of articulation (Alwi et al., 1998)[6.] Compared to English, the Indonesian language has fewer sounds in terms of consonants, which makes some English sounds absent in the Indonesian language. A lot of Indonesian people face some problems in learning English. One of them is that they often mispronounce some English sounds that are not present in Indonesian. Thus, the Arabic language is considered to be a bridge that connects the English and Indonesian language. It is in line with Gusdian & Lestiono (2018)[7] who state that Arabic sounds can accommodate Indonesian EFL to pronounce some English consonants.

The absence of English sounds in the Indonesian language may lead to mispronunciation. From 24 consonants in English, some do not exist in Indonesian. They are [θ] as in thought, [ð] as in though, [ʒ] as in measure, [tʃ] as in chop, and [ʃ] as in shoot. Even though the consonant [ʃ]

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[2] Irlina, Andi. "Teaching the Holy Quran to Young Learners (7-12 Years Old)" 9, no. 1 (2019): 21.

[3] McMahon, April. An Introduction to English Phonology. Edinburgh: Edinburgh University Press, 2002:30.

[4] Watson, Janet C. E. The Phonology and Morphology of Arabic. Bogoslovska Smotra. New York: Oxford University Press, 2002:19.

[5] Alshalaan, Khawater. "A Comparison between English and Arabic Sound Systems Regarding Places of Articulation." Open Access Library Journal 07, no. e5679 (2020): 1.

[6] Alwi, Hasan, Soenjono Dardjowidjojo, Hans Lapoliwa, and Anton M. Moeliono. Tata Bahasa Baku Bahasa Indonesia. Jakarta: Departemen Pendidikan dan Kebudayaan Republik Indoensia, 1998:68.

[7] Gusdian, Rosalin Ismayoeng, and Riski Lestiono. "The Use of Arabic Consonant Sounds To Arrive At English Pronunciation: A Case Study on Indonesian EFL Students in Tertiary Level." Erudio Journal of Educational Innovation 5, no. 2 (2018): 3.

exists in the Indonesian phonetic inventory (Alwi et al., 1998)[8], it is considered by other linguists to be a loan phoneme (Setyadi, 2019)[9]. Here, the researcher tends to choose the second theory that says the consonant [ʃ] belongs to loan phoneme and is considered to be absent in Indonesia. From the five absent English sounds in Indonesian, three sounds are present in Arabic, such as [θ] or ث, [ð] or ذ, and [ʃ] or ش, are also identified phonologically as fricative sounds. These three Arabic sounds are hoped to make Indonesian people easier pronounce English words.

Research conducted by Ambalegin & Hulu (2019)[10] showing that from 41 Indonesian EFL learners who take pronunciation class, most of them hardly pronounce [θ] and substitute it with [t], while [ð] is substituted with [d]. The word /ðIs/ is pronounced /dIs/ and /θIŋk/ becomes /tIŋ/. This is as same as what Komariah (2018)[11] has observed the [ʃ] sound. Some of the Indonesian students substitute the [ʃ] sound with [s]. For instance, the word 'she' /ʃi/ becomes /si/. Both of the researchers explain that mispronunciation happens due to the absence of each sound in the Indonesian language, which makes the subjects difficult to produce the sounds correctly.

Table 1. Data of mispronounced pho nemes

Word	Sound	Correct Pronunciation	Subjects' Pronunciation
This	[ð]	/ðIs/	/dIs/
Think	[θ]	/θIŋk/	/tIŋ/
She	[ʃ]	/ʃI/.	/sI/

The phenomenon of Indonesian Muslim people who learn English, especially in terms of pronunciation emerges the curiosity of the researcher. They are mostly in close contact with the Arabic language. This phenomenon is recognized as a cross-linguistic transfer. A cross-linguistic transfer is a situation where a person applies knowledge of a previously learned language to learn or speak a different language (Jarvis & Pavlenko, 2008)[12]. The linguists divide it into three subcategories, such as grammatical, morphological, and phonological transfers. More specifically,

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[8] Alwi, Hasan, Soenjono Dardjowidjojo, Hans Lapoliwa, and Anton M. Moeliono. Tata Bahasa Baku Bahasa Indonesia. Jakarta: Departemen Pendidikan dan Kebudayaan Republik Indoensia, 1998:68.

[9] Setyadi, Ary. "Fonem Deret Konsonan Dalam Bahasa Indonesia." Nusa 14, no. 1 (2019): 55.

[10] Ambalegin, and Fasaaro Hulu. "Efl Learners' Phonological Interference of English Articulation." Jurnal Basis 6, no. 2 (2019): 145–154.

[11] Komariah, Anis. "Problems in Pronouncing The English Sounds Faced by the Students of SMPN 2 Halong, Banjar." Journal of English Language and Pedagogy 1, no. 2 (2018):1-10.

[12] Jarvis, Scott, and Aneta Pavlenko. Cross-Linguistic Influence in Language and Cognition. New York: Routledge, 2008:29.

Jarvis & Pavlenko (2008)[13] explains that phonological transfer occurs when a person's phonological perception of a different language is influenced by the prior knowledge of the sound system in a certain language.

Another masterpiece in the cross-linguistic transfer or in another term called language transfer was also proposed by another linguist. Odlin (1989)[14] deeply explains the two types of language transfer. They are positive and negative transfers. Positive transfer occurs when cross-linguistic similarities between the native language and the target language can be found. Similarities between vocabularies can reduce the time needed to improve reading skills, similarities between vowels can make learners easier to produce sounds, etc. On the contrary, a negative transfer occurs when both languages involve divergences. It can lead the learners to underproduction, overproduction, production errors, and misinterpretations.

Furthermore, some research about English and Arabic phonology are found, but only a few of them focus on the influence of one language on another. One of the researches about the influence of Arabic on English pronunciation is by Yahya & Arifin (2015)[15]. The research shows that the subjects involved, which are English department students of IAIN Palopo who have good ability in reading the Quran, are also able to pronounce English fricatives /f/, / θ /, and / ʃ / fluently. They conclude that people who master reading the Quran can also produce those three English fricatives.

Thus, to conduct further research, which is aimed to reveal whether or not Arabic sounds influence Indonesian EFL's English pronunciation, the researcher involves three English fricatives, such as [θ], [ð], and [ʃ]. These three sounds are not present in the Indonesian language and commonly confuse Indonesian people when they pronounce English words. Fortunately, they are present in Arabic. Arabic becomes a bridge to make Indonesian people easier to pronounce English words.

METHOD

The goal of the research was to analyze the influence of Arabic sounds on English pronunciation practiced by Indonesian Quran teachers to prove whether or not those who master Arabic sounds can pronounce English words well. To reach the goal, qualitative research is used. According to

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[13] Jarvis, Scott, and Aneta Pavlenko. Cross-Linguistic Influence in Language and Cognition. New York: Routledge, 2008:62.

[14] Odlin, Terence. Language Transfer: Cross-Linguistic Influence in Language Learning. Cambridge University Press, 1989:36.

[15] Yahya, Amalia, and Muliasri Arifin. "The Influence of Arabic Sound toward English Pronunciation at English Department Students of IAIN Palopo." Journal of English Language Teaching & Learning Linguistics and Literature (2015):1-22.

Cresswell (2009)[16], qualitative method is applied to explore and learn the meaning individuals or groups ascribe to social problems. Thus, this research applied a qualitative approach because it focused on revealing English pronunciation produced by two Indonesians who master Arabic sounds.
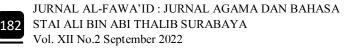
Furthermore, Polkinghorne (2005)[17] also states that the main goal of a qualitative research is to describe and clarify experiences in people's lives. Therefore, a qualitative method is suitable for this research as it focused on a specific experience or phenomenon. The research explored how accurately the subjects pronounce English. By applying the qualitative method, the result of the research is limited, which means it is suitable only for the subjects of the research. On the other hand, it is also unable to be generalized toward other subjects or phenomena.

This research targeted Indonesian Quran teachers who have Quran proficiency, which means that they are considered to be professional Quran reciters, and learn English as their additional language for academic purposes. The total numbers of subjects were two, which were selected due to their Quran proficiency and their need in learning English for academic purposes during undergraduate study. These two subjects get the same exposure to Arabic and English.

Both subjects graduated from one of the Islamic boarding schools in Yogyakarta, which means that they are excellent at reciting the Quran and speaking Arabic. Then, they started their career as Quran teachers. After being Quran teachers for several years, both of them continued their undergraduate studies at college majoring in psychology and management. Since their major provided them with a basic level of English, the two subjects did not only get exposure to Arabic but also to English.

The setting took place in one of the Quran courses in Surabaya. The Quran course was founded in 2016 and has run for about six years. The Quran course has a lot of students of all ages. They provide kid and adult classes with various difficulty levels. The total number of teachers are six. However, those who also learn English for academic purposes are only two teachers. This Quran course is one of the pioneers in Quran education institutions. Their commitment to teaching the Quran is resilient even though the pandemic has been ongoing since 2020. They changed the mode of teaching to online. After the pandemic slowly subsides, they provide both offline and online classes. This was the reason why the setting was selected.

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[16] Cresswell, John. W. Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. Third Edit. Los Angeles: Sage, 2009:22.

[17] Polkinghorne, Donald E. "Language and Meaning: Data Collection in Qualitative Research." Journal of Counselling Psychology 52, no. 2 (2005): 137.

The data taken were the pronounced words that only focused on [θ], [ð], and [ʃ] sounds from the subjects of the research. Since the subjects are considered to be passive speakers, which learned English only for certain subjects at college, the researcher gave an instruction once to them on how to read those three consonants to produce correct sounds. The researcher explained that the [θ] sound was similar to ث in Arabic, the sound [ð] was similar to ذ in Arabic, and the [ʃ] sound was similar to ش in Arabic. The subjects of the research pronounced some English sentences provided without being corrected by the researcher. The subject's pronunciation recording was recorded by using a mobile phone, which became the source of the data.

To collect the data, there are several steps to do. First, the researcher prepared thirty English sentences which contain ten [θ] sounds, ten [ð] sounds, and ten [ʃ] sounds. The English sentences were printed on paper and given to the subjects. The subjects' pronunciation was recorded by using a mobile phone. Then, the researcher chose the English words that contained the [θ], [ð], and [ʃ] sounds pronounced by the subjects. In the last step, the researcher analyzed the data using the theory proposed by Miles et al. (1994)[18], which explains and elaborates that there are three stages to analyzing the data, such as data condensation, data display, and conclusion.

1) **Data Condensation**

Condensing the data was the first step to do when a researcher analyzed the data. Data condensation itself is a process of selecting and simplifying the data to make them stronger (Miles et al., 1994)[19]. Before selecting and simplifying the data by reducing the unnecessary ones, the researcher needed to transcribe the data first into phonetic transcription. The illustration of data condensation is in table 2.

Table 2. Data Condensation

Original Data	Subject's Pronunciation	Data Condensation	Note
I have three cats	/aɪ/ /hæv/ θri:/ /kæts/	/θri:/	Pronounced correctly
My mother gave me a new toy	/maɪ/ /ˈmʌðər/ /geɪv/ /mi/ /ə/ /nu:/ /tɔɪ/	/ˈmʌðər/	Pronounced correctly

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[18] Miles, Matthew, B., A. Michael Huberman, and Johnny Saldana. Qualitative Data Analysis. California: SAGE Publications, 1994:31.
[19] Ibid.

She is my favorite teacher	/ʃi/ /ɪz/ /maɪ/ /ˈfeɪvərɪt/ /ˈtiːtʃər/	/ʃi/	Pronounced Correctly

All data were transcribed phonetically using Oxford Learners Dictionary. Then, the phonetic transcription from the original data and the subject's pronunciation were matched. Lastly, every word which contained [θ], [ð], and [ʃ] sounds was taken as the data. Hence, other English words which had sounds besides what had been mentioned were condensed. This is what the condensation process means. It is where the unneeded data are discarded.

2) **Data Display**

In the previous step, the activity of condensing the data to eliminate the unneeded part was done. Furthermore, in this step, this research used tables to compile the selected data neatly. The example of data display is in table 3.

Table 3. Data Display

Orthography	Phonetic Transcription		Note
	Standard English	Subject 1's Pronunciation	
Think	/θɪŋk/	/θɪŋk/	Pronounced correctly
Mouth	/maʊθ/	/maʊθ/	Pronounced correctly
Birthday	/ˈbɜːrθdeɪ/	/bɪrtsdeɪ/	Pronounced incorrectly
Something	/ˈsʌmθɪŋ/	/ˈsʌmθɪŋ/	Pronounced correctly
Three	/θriː/	/θriː/	Pronounced correctly
Mathematics	/ˌmæθəˈmætɪks/	/ˌmæθəˈmætɪks/	Pronounced correctly
Bath	/bæθ/	/bɑːθ/	Pronounced correctly
Bluetooth	/ˈbluːtuːθ/	/ˈbluːtuːθ/	Pronounced correctly
Thick	/θɪk/	/θɪk/	Pronounced correctly
South	/saʊθ/	/saʊθ/	Pronounced correctly

RESULT AND DISCUSSION

Result

A. **Subject 1**

Table 4. English Pronunciation Involving the θ Sound by Subject 1

Orthography	Phonetic Transcription		Note
	Standard English	Subject 1's Pronunciation	
Think	/θɪŋk/	/θɪŋk/	Pronounced correctly
Mouth	/maʊθ/	/maʊθ/	Pronounced correctly
Birthday	/ˈbɜ:rθdeɪ/	/bɪrtsdeɪ/	Pronounced incorrectly
Something	/ˈsʌmθɪŋ/	/ˈsʌmθɪŋ/	Pronounced correctly
Three	/θri:/	/θri:/	Pronounced correctly
Mathematics	/ˌmæθəˈmætɪks/	/ˌmæθəˈmætɪks/	Pronounced correctly
Bath	/bæθ/	/bɑ:θ/	Pronounced correctly
Bluetooth	/ˈblu:tu:θ/	/ˈblu:tu:θ/	Pronounced correctly
Thick	/θɪk/	/θɪk/	Pronounced correctly
South	/saʊθ/	/saʊθ/	Pronounced correctly

Subject 1 pronounced the [θ] sound well and correctly nine out of ten. One incorrect pronunciation was in the word 'birthday'. The [θ] sound changed to the [s] sound. After the recording session ended, subject 1 explained that it was so difficult to pronounce the medial [θ] sound because the tongue movement was complicated. The claim was valid since he succeeded in pronouncing all of the [θ] sounds in the initial and final positions.

Table 5. English Pronunciation Involving the ð Sound by Subject 1

Orthography	Phonetic Transcription		Note
	Standard English	Subject 1's Pronunciation	
Mother	/ˈmʌðər/	/ˈmʌðər/	Pronounced correctly
They	/ðeɪ/	/ðeɪ/	Pronounced correctly
Their	/ðer/	/ðer/	Pronounced correctly
This	/ðɪs/	/ðɪs/	Pronounced correctly
Those	/ðəʊz/	/ðəʊz/	Pronounced correctly
Them	/ðəm/	/ðəm/	Pronounced correctly
Then	/ðen/	/ðen/	Pronounced correctly

Weather	/ˈweðər/	/ˈweðər/	Pronounced correctly
Other	/ˈʌðər/	/ˈʌðər/	Pronounced correctly
These	/ðiːz/	/ðiːz/	Pronounced correctly

Subject 1 excellently pronounced all of the sentences given which contained the [ð] sound. Compared to the first ten words containing the [θ] sound, subject 1 did not feel any difficulty pronouncing the medial [ð] sound as in the words 'mother' and 'weather'. Subject 1 made no mistakes and was confident enough while being recorded.

Table 6. English Pronunciation Involving the ʃ Sound by Subject 1

Orthography	Phonetic Transcription		Note
	Standard English	Subject 1's Pronunciation	
Push	/pʊʃ/	/pʊʃ/	Pronounced correctly
She	/ʃI/	/ʃI/	Pronounced correctly
Ship	/ʃip/	/ʃip/	Pronounced correctly
Sheep	/ʃiːp/	/ʃiːp/	Pronounced correctly
Shrimp	/ʃrɪmp/	/ʃrɪmp/	Pronounced correctly
Selfish	/ˈselfɪʃ/	/ˈselfɪʃ/	Pronounced correctly
Chef	/ʃef/	/ʃef/	Pronounced correctly
Shooting	/ˈʃuːtɪŋ/	/suːtɪŋ/	Pronounced incorrectly
Shore	/ʃɔːr/	/ʃɔːr/	Pronounced correctly
Show	/ʃəʊ/	/ʃəʊ/	Pronounced correctly

Subject 1 understood well the way how to pronounce the [ʃ] sound. From the ten sentences provided, he got nine out of ten correct pronunciations. In the word 'shooting' which contained the initial [ʃ] sound. Subject 1's voice, unfortunately, changed to the [s] sound. However, subject 1 was able to fix his pronunciation in the next sentences given, which concluded that he could pronounce the [ʃ] sound correctly.

B. Subject 2

Table 7. English Pronunciation Involving the θ Sound by Subject 2

Orthography	Phonetic Transcription		Note
	Standard English	Subject 1's Pronunciation	
Think	/θɪŋk/	/θɪŋk/	Pronounced correctly
Mouth	/maʊθ/	/maʊθ/	Pronounced correctly
Birthday	/ˈbɜ:rθdeɪ/	/ˈbɜ:θdeɪ/	Pronounced correctly
Something	/ˈsʌmθɪŋ/	/ˈsʌmθɪŋ/	Pronounced correctly
Three	/θri:/	/θri:/	Pronounced correctly
Mathematics	/ˌmæθəˈmætɪks/	/ˌmæθəˈmætɪks/	Pronounced correctly
Bath	/bæθ/	/bɑ:θ/	Pronounced correctly
Bluetooth	/ˈblu:tu:θ/	/ˈblu:tuts/	Pronounced incorrectly
Thick	/θɪk/	/sɪk/	Pronounced incorrectly
South	/saʊθ/	/saʊs/	Pronounced incorrectly

Subject 2 was able to understand the instruction about how to pronounce the [θ] sound. Unfortunately, he was a bit nervous while being recorded. It could be recognized from his facial expression which showed a worry about making mistakes. From the ten sentences provided on the paper, subject 2 pronounced them correctly seven out of ten. He did not get difficulty pronouncing the medial [θ] sound as in 'birthday'. The mistake occurred in the last three sentences which are located in the initial and final positions. The [θ] was changed to the [s] sound consistently. However, subject 2 still accurately pronounced the rest seven [θ] sounds.

Table 8. English Pronunciation Involving the ð Sound by Subject 2

Orthography	Phonetic Transcription		Note
	Standard English	Subject 1's Pronunciation	
Mother	/ˈmʌðər/	/ˈmʌðər/	Pronounced correctly
They	/ðeɪ/	/ðeɪ/	Pronounced correctly
Their	/ðer/	/ðer/	Pronounced correctly

This	/ðɪs/	/ðɪs/	Pronounced correctly
Those	/ðəʊz/	/ðəʊz/	Pronounced correctly
Them	/ðəm/	/ðəm/	Pronounced correctly
Then	/ðen/	/ðen/	Pronounced correctly
Weather	/ˈweðər/	/ˈweðər/	Pronounced correctly
Other	/ˈʌðər/	/ˈʌðər/	Pronounced correctly
These	/ði:z/	/ði:z/	Pronounced correctly

As same as subject 1, subject 2 also excellently pronounced all sentences given which contained the [ð] sound. The [ð] and [θ] sounds are close but distinct in voicing. [ð] is voiceless and [θ] is voiced Nevertheless, he did not feel any difficulty pronouncing the [ð] sound in the initial and final positions even though he made mistakes in the prior pronunciation involving the initial and final [θ] sound.

Table 9. English Pronunciation Involving the ʃ Sound by Subject 2

Orthography	Phonetic Transcription		Note
	Standard English	Subject 1's Pronunciation	
Push	/pʊʃ/	/pʊʃ/	Pronounced correctly
She	/ʃI/	/ʃI/	Pronounced correctly
Ship	/ʃip/	/sip/	Pronounced incorrectly
Sheep	/ʃi:p/	/ʃi:p/	Pronounced correctly
Shrimp	/ʃrɪmp/	/ʃrɪmp/	Pronounced correctly
Selfish	/ˈselfɪʃ/	/ˈselfɪʃ/	Pronounced correctly
Chef	/ʃef/	/ʃef/	Pronounced correctly
Shooting	/ˈʃu:tɪŋ/	/su:tɪŋ/	Pronounced incorrectly
Shore	/ʃɔ:r/	/ʃɔ:r/	Pronounced correctly
Show	/ʃəʊ/	/ʃəʊ/	Pronounced correctly

Subject 2 understood well the way how to pronounce the [ʃ] sound. He got eight out of ten correct pronunciations. The mistakes occurred in the initial [ʃ] sound in the words 'sheep' and

'shooting'. Right after he made mistakes in pronouncing the sentences given, he was able to fix his pronunciation without being corrected. It implied that he has mastered well the way to pronounce the [ʃ] sound.

DISCUSSION

The main discussion of this research is about how the Arabic language is transferred by Indonesian EFL when they pronounce English words. To reveal the result about the influence of Arabic sounds on English pronunciation, the research employs the theory of cross-linguistic transfer, more specifically a phonological transfer, proposed by Jarvis & Pavlenko (2008)[20] and its outcomes elaborated by Odlin (1989)[21]. From 60 data involving two subjects, which were divided into 20 [θ] sounds, 20 [ð] sounds, and 20 [ʃ] sounds, it showed that 53 English fricatives consisting of 16 [θ] sounds, 20 [ð] sounds, and 17 [ʃ] sounds were pronounced properly. The first subject pronounced correctly 28 sentences in total and the second subject got 25 correct pronunciations.

According to Jarvis & Pavlenko (2008)[22], a cross-linguistic transfer occurs when a person applies the knowledge of one language to the use of a different language. Furthermore, they also explain deeper about a phonological transfer. It is when a person's knowledge of language creates phonological perception toward another language. Therefore, the theory is proven since this research clearly shows that the subjects of the research successfully perceive that the [θ] sound is like ث in Arabic, the [ð] sound is like ذ in Arabic, and the [ʃ] sound is like ش in Arabic. Their knowledge of Arabic sounds does influence their English pronunciation. It is also similar to what Gusdian & Lestiono (2018)[23] state in their research that Arabic sounds can accommodate Indonesian EFL to produce some English consonants.

People who interact and are in contact with a foreign language will find easiness or even difficulty based on the similarity level to their previously learned language. Thus, Odlin (1989)[24] states that there are two outcomes of language transfer, such as positive and negative transfer. Positive transfer occurs when the knowledge of a certain language successfully facilitates a person

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[20] Jarvis, Scott, and Aneta Pavlenko. Cross-Linguistic Influence in Language and Cognition. New York: Routledge, 2008:62.

[21] Odlin, Terence. Language Transfer: Cross-Linguistic Influence in Language Learning. Cambridge University Press, 1989:36.

[22] Jarvis, Scott, and Aneta Pavlenko. Cross-Linguistic Influence in Language and Cognition. New York: Routledge, 2008:29.

[23] Gusdian, Rosalin Ismayoeng, and Riski Lestiono. "The Use of Arabic Consonant Sounds To Arrive At English Pronunciation: A Case Study on Indonesian EFL Students in Tertiary Level." Erudio Journal of Educational Innovation 5, no. 2 (2018): 3.

[24] Odlin, Terence. Language Transfer: Cross-Linguistic Influence in Language Learning. Cambridge University Press, 1989:36.

to learn a different language. The learning process becomes more effective. On the contrary, negative transfer leads learners to overproduction, underproduction, production errors, or misinterpretation. If the previously learned language has none or very few similarities, it will be unable to facilitate the learning process of another language.

From 53 correct pronunciations out of 60 data in total, it clearly showed that the two subjects succeeded in pronouncing the English sentences properly. As it has been mentioned earlier that Arabic sounds can facilitate Indonesian learners to pronounce some English consonants, this phenomenon is considered to be a positive transfer. Thus, Indonesian Muslims who want to produce proper English pronunciation need to improve their Arabic sounds through the Quran recitation, so that their English pronunciation gets better as well

CONCLUSION

To sum up, Indonesian Muslims have a close relationship with Arabic sounds through their ability in reciting the Quran. Those who can recite the Quran have a higher chance to produce correct English pronunciation since there are some Arabic sounds found in English but absent in Indonesian such as [θ], [ð], and [ʃ]. These three sounds are often incorrectly pronounced by Indonesian EFL. From 60 data recorded, it showed that 53 data were classified as correct pronunciation. As some linguists have explained, learners use their knowledge of previously learned language to speak different languages. To speak another language, learners create phonological perceptions based on their previous knowledge of a certain language. It has been proven since the two subjects successfully perceived that the [θ] sound was like ث in Arabic, the

[ð] sound was like ذ in Arabic, and the [ʃ] sound was like ش in Arabic. The phenomenon of

Indonesian Muslims who can recite the Quran well and learn English is considered to be a positive transfer because some similarities have been found in both Arabic and English, which makes them easier to learn English in terms of pronunciation.

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