

ABSTRACT

Fajri Nursidiq. 2220150008. Developing *HIJANETICS* - Based English Pronunciation Teaching Method. A Thesis. Postgraduate English Education Department. State Islamic University of Sunan Gunung Djati Bandung.

Pronunciation difficulties are a common phenomenon experienced by students learning English. This study focuses on the pronunciation difficulties encountered by students of Hayatul Qulub Islamic Boarding School (PUI) Bandung. The research aims to describe five aspects: the analysis of students' needs in the development of the HIJANETICS-based English pronunciation teaching method, the instructional design of the method, the results of its initial trial, revisions and improvements made after the trial, and students' perceptions regarding its implementation.

The study is grounded in several theoretical frameworks. Needs analysis, as proposed by Richard, Platt, and Weber. Contrastive analysis, based on the works of James, Ellis, and Gass & Selinker. The Bottom-Up Model as proposed by Carrell & Eisterhold, Dole et al., and Celce-Murcia. The analytical linguistic model, proposed by Ladefoged, Jones, and Skinner. Lastly, theories on student perception proposed by Hong, Sidhu, and Desmita.

This study uses the Research and Development (R&D) approach using the ADDIE model. Data collection methods include questionnaires, recordings, classroom observations, and expert validation, while data analysis employs a descriptive qualitative approach to analyze data.

The results of this study reveal important findings. First, students require specific sounds training namely: /θ/, /ð/, /ʃ/, /dʒ/, /r/, and /f/. Second, the HIJANETICS method is designed in accordance with the Merdeka Curriculum. Learning Outcome; Students be able to pronounce the sounds /θ/, /ð/, /ʃ/, /dʒ/, /r/, and /f/. Guiding Questions; Questions regarding individual sounds, words, sentences, and texts. The steps include; an introduction to HIJANETICS, comparing Arabic and English sounds, identifying pronunciation problems, group discussions, sound isolation (at the word, sentence, and text levels), recording and monitoring, final projects, and presentations. Assessments; formative and summative, with ratings of excellent, good, fair, and poor. Third, the result of pre-test, five students scored poor, six students scored fair, and one student scored good. In contrast, in the post-test, three students scored good, and nine students achieved excellent scores. Fourth, revising the sequence of steps, providing detailed time allocations, optimizing the use of the ELSA Speak application, and reducing of group presentation time. Fifth, students provided highly positive feedback on the HIJANETICS method, with responses indicating agree and strongly agree.

The conclusion of this study indicates that the HIJAINESTIC method is suitable for teaching English pronunciation, particularly for students familiar with *Hijaiyah* sounds. This method has been proven effective in helping students improve their pronunciation and has received positive feedback. Therefore, HIJAINESTIC can be considered a viable alternative for pronunciation instruction.

Keywords: need; sound; pronunciation; teaching; method;