

## **CHAPTER I INTRODUCTION**

This chapter consists background of the research, research question, purposes of the study, and contribution of the study. The following is an explanation of the concepts above.

### **A. Background of the Research**

Foreign language learners acquire correct pronunciation skills. Pronunciation plays a critical role in ensuring that learners are understood and can effectively convey their intended meaning. Accurate pronunciation is essential for clear communication and can significantly influence learners' confidence and success in using the language in real-world contexts (Derwing & Munro, 2015). Therefore, learners must produce clear and understandable utterances to achieve their communicative goals. However, in teaching and learning English context, many students consider pronunciation as a serious problem in learning English as Foreign Language (EFL). They may find them difficult to pronounce; their transcription is different from their pronunciation. Most students tend to pronounce a word or phrase based on its spelling. The examples are; the word 'cat' becomes [cat], the word 'think' becomes [ting], and 'they' becomes [dey]. This problem reinforces their assumption that English is a difficult subject to learn. which, in turns, lead to make them de-motivated or frustrated.

EFL learners of boarding school are commonly not familiar with phonetic symbols that represent particular English sounds. These symbols are attached in some reputable dictionaries such as *Oxford Advance Learners Dictionary*, *Oxford Longman Conversation Dictionary*, and *Cambridge English International Dictionary*, *Longman Pronunciation Dictionary* and *Collin English Dictionary* (Por & Fong in (Wati S. , 2019). The learners are more familiar with Hijaiyah sound (Arabic sound) than phonetic symbols. It happened since Indonesian, as a Muslim populated country, gives a great exposure to Quran scripts and recitation.

Nurabianti and Farah (2024) state that Indonesian people have been exposed with Quran since their earlier ages, they are familiar with Arabic sound when they recite and listen the Quran. These pronunciation problems are also evident at Pondok Pesantren Hayatul Qulub (PUI) Bandung. Students are not familiar with English sounds, which makes it difficult for them to pronounce them accurately.

Based on the aforementioned problems, finding an appropriate method for teaching pronunciation based on students' previous learning exposures is necessary. The association of *Hijaiyah* Sound and English Phonetic (HIJANETICS) appears to provide solutions to these problems. It is supported with language transfer theory, which suggests that learners can apply knowledge from one language to another when there are similarities in structure or sound (Ellis, 2008). By leveraging the phonetic similarities between Arabic *Hijaiyah* sounds and English phonemes, HIJANETICS is designed as a method to facilitate the transfer of pronunciation skills. This approach also aligns with the Contrastive Analysis Hypothesis (CAH), which posits that understanding the differences and similarities between languages can aid in predicting and addressing the difficulties learners might face, including pronunciation issues (Lado, 1957). It is conceptualized to help learners produce English sounds accurately. As a result, learners will be able to articulate English sounds clearly and communicate effectively.

There are some previous researchers discussing *hijaiyah* sounds to teach English pronunciation. Every researcher has unique findings from this topic. The first previous research is "*Hijanetics* (Hijaiyah and English Phonetics) In EFL Pronunciation Classes: A Participatory Action Research" (Wati S. , 2019). The study reveals the result that phonetics training by associating the sounds to *Hijaiyah* (Arabic Alphabets) improved some learners' pronunciation qualities, which were clearer and understandable. It promotes an independent learning for the students since their ability to recognize phonetics symbols allow them to discover how a word is pronounced. Most importantly, it engages and motivates them to learn the foreign language. The second previous research is "*Incorporating Hijaiyah Sounds in English Pronunciation Class: Students' Perception*" (Gusdian & Lestiono, 2020).

As a result, this study has confirmed that the students perceive the implementation of *Hijaiyah* sounds in teaching English pronunciation positively.

In addition, the third previous research is “The Use of Arabic Sound in Teaching English Pronunciation through Flashcard at Islamic Affiliated School: Research and Development” by (Nurabianti & Farah, 2024). The results of this research contribute that introducing the similarity of sounds between English and Arabic consonants through *Hijaiyah* Flashcard can help student attain English pronunciation accuracy. Thus, teachers are suggested to use the concept raised in this research for their daily teaching.

The difference between the previous research and the current research is on the position of the *hijaiyah* sound. The research focuses on *hijaiyah* sound, which is placed, as a pronunciation teaching method. The so-called HIJANETICS, is a label for this method.

### **B. Research Questions**

Based on the gap of this research, the study brings with the following research questions:

1. How is the analysis of students' needs in the development of the HIJANETICS -based English pronunciation teaching method?
2. How is the instructional design of the HIJANETICS-based English pronunciation teaching method?
3. What are the results of the initial trial of the HIJANETICS-based English pronunciation teaching method?
4. What revisions and improvements are made to the HIJANETICS-based English pronunciation teaching method after the initial trial?
5. What are the students' perceptions regarding the use of the HIJANETICS method in learning English pronunciation?

### **C. Purposes of the Study**

Based on the formulation of the research question above, the researcher is intended:

1. To analyze the students' needs in learning English pronunciation to inform the development of the HIJANETICS-based teaching method.
2. To design an instructional model for the HIJANETICS-based English pronunciation teaching method.
3. To evaluate the results of the initial trial of the HIJANETICS-based method.
4. To analyze the revisions are made to the HIJANETICS-based method following the initial trial.
5. To examine students' perceptions regarding the use of the HIJANETICS method in learning English pronunciation

#### **D. Contribution of the Study**

In the ever-evolving field of language education, understanding and addressing the unique challenges faced by learners from diverse linguistic backgrounds is crucial for advancing teaching methodologies. This study makes significant contributions both theoretically and practically by developing and validating a new method for teaching English pronunciation. The HIJANETICS-based approach, which integrates phonetic principles from Arabic and English, provides a novel framework for overcoming specific pronunciation difficulties encountered by these learners.

#### **E. Theoretical Significance**

Theoretically, the development of a new teaching method involves methodological innovation. The study contributes methodologically by outlining the process of designing, implementing, and evaluating the HIJANETICS-based method to English pronunciation instruction. It may also offer insights into the research and development process itself, providing guidance on how to design and validate innovative teaching methodologies in the field of language education.

The HIJANETICS method uses a dual-sound approach, incorporating both *Hijaiyah* and English phonetics. Below is the explanation:

**Table 1. 1 General Concept of HIJANETICS**

<i>Hijaiyah</i> Sounds	English Sounds	Implantations
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ث (tsa)	/θ/	think, thank, teeth, bath, path
ذ (dza)	/ð/	this, that, they, there, other.
ش (shin)	/ʃ/	shower, wash, brush, shop, share.
ج (jim)	/dʒ/	job, jump, join, judge, juice.
ر (ra)	/r/	run, read, ride, rest, rinse.
ف (fa)	/f/	fish, funny, friend, fresh, fantastic.

### F. Practical Significance

The study offers tangible benefits for language teachers and learners. The HIJANETICS-based teaching method provides educators with a new tool to enhance their instruction and support students in improving pronunciation skills. By demonstrating the effectiveness of this method, it can guide educators in adopting evidence-based approaches to teaching pronunciation.

