THE USE OF ARABIC SOUND IN TEACHING ENGLISH PRONUNCIATION THROUGH FLASHCARD AT ISLAMIC AFFILIATED SCHOOL: RESEARCH AND DEVELOPMENT

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Article Info	Abstract
	Pronunciation is one of important aspects in learning a foreign language, especially English. Good pronunciation can be easily processed by listeners whereas the inaccuracy can cause misunderstanding in communication. For its significance, some Indonesian students still find it hard to pronounce accurate word of English as its lays different sound system between Bahasa Indonesia and English. Addressing this issue, this research aims to develop Hijaiyah Flashcard as a medium in teaching English pronunciation which introduces several English consonants that have similar sound to the hijaiyah letters or Arabic consonants, while Indonesian students are more familiar with the sound of hijaiyah letters. In developing the media, this research used Research and Development (R&D) as a research method. The subjects of the research were media expert, English teacher and second grade students of SMP Muhammadiyah Malang. The data were gained through observation, interview, and questionnaires. Flashcards are developed and revised based on the assessment given. The validation scores obtained from media expert's questionnaire is 82.5% and from English teacher is 100%. It means that the medium is feasible to use in teaching English pronunciation for students at Islamic-affiliated school. In addition, the total score from students' questionnaire is 84,25 %. 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 cocept raised in this research for their daily teaching.

INTRODUCTION

English has been one popular foreign language taught at Indonesian schools, commencing from kindergarten to high school level. In the newest curriculum called as Kurikulum Merdeka (Emancipated Curriculum), Ministry of Education and Research is really supportive that English is taught in all education level. English is a language that must be learned and mastered by all students. According to Crystal (2003), English as an international language that plays an important role in various fields such as education, economics and business, international relations, media and communication, international travel, and safety. In education, English is one of the requirements for students who want to continue their studies in countries that use English and to pass job requirements. Also, in schools and universities, many use English as the language of instruction in several subjects such as management and humanities (Lauder, 2008).

One important aspect that needs to be considered by students in learning a foreign language is pronunciation. However, Indonesian find it difficult to attain correct pronunciation of English words. Indonesia is a country that is rich in linguitics diversity, citizens have

different accents and pronunciations from the local language or mother tongue that can affect the pronunciation of English itself. Importantly, many students find it problematic to remove their regional accent (Subandowo, 2017). Such case is even worsen when the English sounds are not found in Indonesian sounds concept. Teaching and learning pronunciation is much neglected by students and teachers for several reasons. One of the main causes was lacking of teachers' time, motivation, resources, and material, and educational facilities (Gilakjani & Sabouri, 2016). Also, pronunciation difficulties is found in teachers' implementation of teaching strategies (Ahmed, 2017). However, if students have good pronunciation, it will increase their confidence in speaking and communicating in English. Therefore, learning pronunciation is not something to be underestimated (Szpyra, 2014).

Indonesia is known as a Muslim-populated country in which many of the Indonesian can read Quran which is written in Arabic because they have been taught to reading the Quran from very young age prior to learning English. Indonesian people are also familiar with Arabic pronunciation when reading the Quran. As found by Javed (2013), there are several Arabic or hijaiyah letters that have similar sound with English consonants such as / θ / for thumb /ˈθʌm/, / ð / for brother /ˈbrʌðə/ and / ʃ / for she /ˈʃiː/ and in Arabic such as ش /, /ث/, /ذ/for example; /ث/ for [أنثى] – [ʊnϴə] 'female', /ذ/ for [ذكر] – [ðəkər] 'male', /ش/ for [شجرة] – [ʃədʒərah] 'tree'. Moreover, Shariq (2015) investigated Arabic and English consonants and found several similarities based on manner of articulation, so the similarity of sounds can help Indonesian students and teachers by incorporating hijaiyah letters in learning English pronunciation. This statement is also supported by previous research conducted by Lestiono and Gusdian (2018) who reveal that the use of Arabic consonant sounds can help students learn several target languages using a similar sound of hijaiyah letters in Arabic and it can be a new technique or instruction for teachers in teaching English pronunciation with specific target language.

Referring to the previous studies, the first and the second one have compared and contrasted the sound system of English and Arabic, whilst the last one did a case study invesitgating how the sound similarity of Arabic and English help students pronounce the English words. Those aforementioned studies are limited to analyzing Arabic-English sound system and its effect to English learners' pronunciation. This research has a different attempt from te previous related studies, it aims to develop a teaching medium, Hijaiyah Falshcard, for pronunctiation skill using the Arabic-English corresponding sound. The results of this research yield pratical contribution on how teaching medium for pronunciation skill is developed.

RESEARCH METHOD
Research Design
In this study, the researcher employed the Research and Development (R&D) methodology to facilitate the creation of Hijaiyah flashcards, serving as an instructional tool for teaching English, with a particular focus on pronunciation. The term R&D encompasses distinct meanings across various domains, with its educational connotation denoting a systematic process aimed at crafting novel products or enhancing existing ones, a rationale integral to its application (Sukmadinata, 2005). These products manifest in diverse formats, including hardware like modules, educational aids, syllabi, or software such as computer programs designed for data processing, evaluation, and management. The development of the pronunciation teaching media in this study adhered to the Analysis, Design, Development, Implementation, and Evaluation (ADDIE) model, incorporating adaptations as needed. Noteworthy is the realization that, despite the comprehensive application of ADDIE, the study exhibits a limitation as it only advanced to the fourth stage, precluding the final evaluation phase. The omission of the evaluation stage underscores a potential area for future research and refinement, emphasizing the need for a comprehensive assessment of the developed media's effectiveness and impact on English language learning.

Research Participants

For the purpose of media implementation, a cohort comprising 20 students enrolled in the second grade at SMP Muhammadiyah 1 Malang was selected as the subject group. These students actively engaged in the execution of the research product, thereby contributing substantively to the empirical dimension of the study. The selection of participants was conducted through the utilization of the random sampling technique, wherein students present in the respective classroom setting were included in the implementation process. This method ensured a representative and unbiased sampling of participants, enhancing the generalizability of the findings to the broader student population within the specified academic context. The involvement of the second-grade students from SMP Muhammadiyah 1 Malang not only contributed to the practical application of the developed media but also served to diversify the demographic representation within the study, thereby enriching the robustness and external validity of the research outcomes.

Instruments

For data collection, this research employed observation sheet, interview and questionnaire as instruments. Observation sheet was used to collect data at the first stage of this research, which is used when observing the learning instruction process in the classroom. Next, interview was conducted with English teacher to obtain information about the English learning process such as learning media used in the classroom. Researchers needed data and information from teacher to design appropriate learning media for students. Lastly, questionnaire was distributed to media expert, English teachers, and students. The instrument was used to assess the validity of the product of this research as an appropriate learning medium. Also, it was used to know the teacher and students' responses about the implementation of the media. The questionnaire for the respondents were made using Likert scale with four alternative answers, namely Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

The researcher used a Likert scale with four scales or answers to avoid hesitating or neutral choices for the respondents. Therefore, the respondens directed towards agreeing or towards disagreeing by using only four scales. Each of the selected answer has different scores, namely for SA the score is 4, for A the score is 3, for D the score is 2, and for SD the score is 1. Respondents were asked to answer the statements by checking (✓) the answer options in the questionnaire column.

Data Analysis

In the present study, a methodologically comprehensive approach was employed, combining both qualitative and quantitative methodologies to analyze the data and information gathered through observation sheets, interviews, and questionnaires. The qualitative facet of the research involved an in-depth analysis of data derived from the observation sheets and interviews conducted with the English teacher. This qualitative data analysis adhered to the Miles and Huberman model, which encompasses essential stages of analysis, namely data reduction, data display, and drawing conclusions. This systematic approach facilitated a nuanced understanding of the qualitative data, ensuring a rigorous examination of the observed phenomena and insights gained through interviews. Conversely, the quantitative dimension of the research aimed to assess the feasibility of the developed media. This involved the analysis of questionnaires administered to experts in media, English teachers, and students. Through the quantitative approach, the study sought to quantify and measure responses, providing a structured evaluation of the media's efficacy. The utilization of expert opinions alongside input from educators and students added depth and diversity to the assessment, offering a holistic perspective on the media's appropriateness and potential impact within the educational context. The amalgamation of qualitative and quantitative methodologies in this research design

enhanced the comprehensiveness of the data analysis, affording a more robust and nuanced exploration of the multifaceted aspects related to the developed educational media.

In analysing the quantitative data, the researchers used a Likert scale as a rating scale for assessing the validation aspect of the Hijaiyah flashcard. The Likert scale in this research was used to measure the attitudes, opinions and perceptions of the respondents towards the Hijaiyah flashcard as a learning media developed by the researcher. The media expert assesses the instructional media developed by the researcher through questionnaires with the predetermined score from the largest value to the smallest (4-1). Also, the questionnaire was given to the English teacher and students to obtain their responses regarding the implementation of this media in classroom. The following table is assessment score for media expert based on the questionnaire given.

Table 1
Likert Scale Scoring Rubric

No	Criteria	Score
1	Very Good	4
2	Good	3
3	Poor	2
4	Very Poor	1

Data was calculated using interval scale. The total score of questionnaire result was done by comparing the total of ideal score.

RESEARCH FINDINGS AND DISCUSSION
Research Findings

In developing flashcards, the researcher attempted to collect information related to the learning process in the classroom, including learning English pronunciation process and the media used, which was collected through class observation and interview with the teacher. The interview was conducted with an English teacher. From the interview, it was found that the teacher had some difficulties in teaching English pronunciation to the students. Online learning makes it difficult for teachers to interact directly with students, so that the teacher cannot pay attention to the students' pronunciation directly. In addition, the teachers also did not use special media in teaching pronunciation. When the teacher found student's pronunciation error, then teacher immediately corrected the pronunciation by saying the word with the correct pronunciation or asked students to listen to song, watch movies and sample conversations from native speakers to find out the correct pronunciation.

The teacher explained that pronunciation is one of the difficulties for students in learning English and each student has different abilities in pronunciation, some students are able to distinguish how to pronounce English correctly, some are still having trouble pronouncing in certain words and even some are still confused about how to pronounce English correctly. In addition to media limitations and difficulties resulting from the online learning process, students' English pronunciation skills are also influenced by their mother tongue, but this influence does not cause misunderstanding in communicating in English. Moreover, the observations of the English learning process in class VIII A on August 2, 2021 showed that the learning process is carried out through Microsoft Teams. Teacher taught English material using Power Point (PPT) that has been made based on the existing syllabus. The teacher opened the lesson by greeting and checking student attendance. Before the lesson began, students were asked about the material at the previous meeting and there were some students still remembered the previous material and some students did not answer. During the learning process, the teacher explained the material in Indonesian rather than English but sometimes using English then

translated into Indonesian so that students easily to understand the material presented. On the sidelines of learning, the teacher always motivated students and tried to keep interacting with students so that students stay awake and actively participate in class.

Regarding students' English pronunciation, the teacher gave examples of correct pronunciation when students pronounced a word incorrectly and then asked students to repeat the pronunciation of the word correctly. At the end of the class, the teacher gave assignment to students that aimed to find out students' understanding of the material presented. The teacher stayed in the meeting room and gave students time to ask questions related to the assignments given. Furthermore, SMP Muhammadiyah 1 Malang students have been taught to read the Qur'an from first grade until third grade. They were taught on Monday to Wednesday before classes start i.e. 7 - 8 in the morning. On Friday and Saturday, the students submited their memorization of the Qur'an to the teacher.

Media Design

Following the initial stages of research, the subsequent phase entailed the meticulous design of the instructional media intended for teaching English pronunciation. In this context, the researcher specifically crafted the Hijaiyah Flashcard as the designated educational tool. This critical step in the research process not only involved the conceptualization and layout of the flashcards but also necessitated a rigorous validation process by media experts. The validation findings, serving as a pivotal component of this stage, were systematically documented and presented for comprehensive scrutiny and interpretation. The designs of the developed media, the Hijaiyah Flashcards, are elucidated in the ensuing sections. Each aspect of the design, ranging from visual elements to instructional features, is expounded upon to provide a comprehensive understanding of the educational tool's structure and content. The detailed exposition of the media design not only underscores the precision and care invested in its development but also establishes a foundation for subsequent analyses and evaluations. As a pivotal component of the research methodology, the design phase plays a crucial role in shaping the educational landscape and warrants an in-depth examination to elucidate the intricacies and considerations involved in creating an effective instructional medium for English pronunciation instruction.

Media initial design

The first design of the flashcard was made as many as 18 cards according to the number of English consonant sounds that have similar sounds as the *hijaiyah* letters that made using Microsoft Word. It can be seen in the following table.

Table 2
English Conconants and Hijaiyah Letters

English Consonant	/b/	/t/	/Ɵ/	/dʒ/	/d/	/ð/	/r/	/z/	/s/	/ʃ/	/f/	/k/	/l/	/m/	/n/	/w/	/h/	/j/
Hijaiyah Letter	ب	ت	ث	ج	د	ذ	ر	ز	س	ش	ف	ك	ل	م	ن	و	ه	ي

On the front of the card there are consonant symbols and *hijaiyah* letter, and then on the back of the card there are several examples of words that contain sounds according to the symbol and letter on the front of the card.
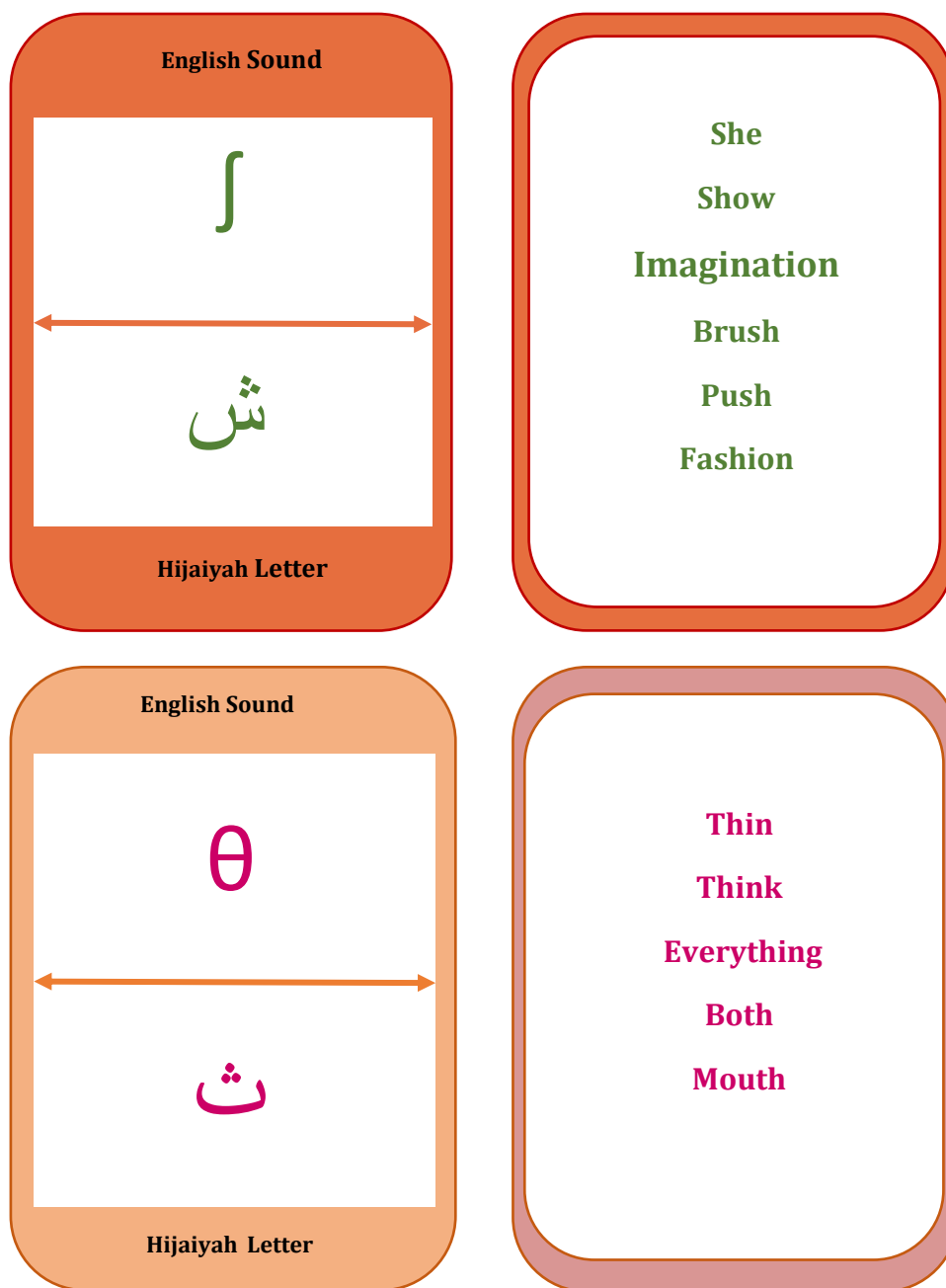
Figure 1. Initial design of Hijaiyah Flashcard

Second design

After compiling the initial design, the researcher started to create flashcard designs on Canva; it is an online design and publishing tools. The selected background colors for the card are green, pink, and navy. The card was made in two parts, the front and the back. On the front of the card, there are consonant symbol and *hijaiyah* letter that were decorated with different illustrations for each card, but the illustrations are just for decoration, not based on the examples of words on the card. Next, on the back of the card there are examples of the word followed by the pronunciation of the word which contains the sound according to the symbol and letter on the front of the card.

Figure 2. Second design of Hijaiyah Flashcard

Final Design

After the design in Canva is complete, then the design is edited in Microsoft Word and printed the card using Art Paper with the size of 12 X 8 cm. The two parts of the card, the front and the back are affixed together using double-sided tape. The following flashcards are flashcards that have been revised according to the suggestions contained in the media expert validation sheet. The sounds in the example words in back side are bolded to indicate the emphasis on the sound of the word. The 18 revised card designs can be seen in Figure 4.

Figure 3. Final design of Hijaiyah Flashcard

Validation Sheet from Media Expert

The validation process conducted by the media expert is documented and presented in Table 3, providing a comprehensive overview of the expert evaluation. To streamline the assessment procedure, a meticulously crafted questionnaire was employed, utilizing a Google form format. This format was intentionally selected to enhance accessibility and facilitate a seamless response mechanism for the media experts. The questionnaire comprised 10 distinct statements, strategically categorized into two primary aspects for evaluation, namely appearance and development. The bifurcation of the questionnaire into these two facets aimed to systematically capture the nuanced dimensions of the media's attributes. The appearance aspect delved into the visual elements, aesthetic considerations, and overall design coherence,

while the development aspect scrutinized the structural and instructional efficacy of the Hijaiyah Flashcards. This methodological approach not only provided a structured framework for the media experts' assessments but also enabled a granular analysis of specific components contributing to the overall validation. The utilization of a Google form for the questionnaire further exemplifies the integration of contemporary technological tools to streamline research processes, ensuring efficiency and precision in gathering expert opinions on the developed instructional media.

Table 3
Media Expert Validation Sheet

No	Aspect	Indicator	Score 4	3	2	1
1	Apperance	Quality of the card design	✓			
		Quality of the card		✓		
		Quality of the text colors		✓		
		Quality of the text font type		✓		
		Quality of the text size	✓			
		Quality of the pictures		✓		
2	Development	The ease of the using of the media in learning		✓		
		The practicality of the *Hijaiyah* Flashcard	✓			
		Hijaiyah Flashcard media can be used by students themselves easily		✓		
		The suitability of the sample words in each sound		✓		
Conclusion		I Think it's a great work that you have done, by integrating different language system in English and Arabic.				
Suggestion		I think you need to emphasize the sound in the word, e.g. t in the let (bold the t to indicate the emphasis). I also wonder about the pictures that you have asked in the question item, I do not think that you put specific picture relate to the content (instead of the decoration purpose that I noticed).				

Notes:
Score 4   : Very Good (Flashcards are feasible for use as a learning medium without any improvements)
Score 3   : Good (Flashcards are feasible for use as a learning medium but there are a few improvements)
Score 2   : Less Good (Flashcards are less feasible for use as a learning medium and require a lot of improvement)
Score 1   : Not Good (Flashcards are not feasible for use as learning media)

Based on the data from the table above, the percentage of appearance quality and development of the media is 82.5 % which means the media feasible for use in teaching English pronunciation. However, there is a slight improvement for the sample word section on the card; it can be seen in figure 4.4 Final design of *Hijaiyah* Flashcard.

Implementation
In this stage, the revised media is implemented in the English learning process. Also the questionnaires were given to teacher and students to find out their response to the implementation of the flashcard. The following is the procedure for using *Hijaiyah* Flashcard in teaching English pronunciation: (1) The students were asked to read some English words and researcher paid attention to student pronunciation; (2) The researcher introduced the *Hijaiyah* Flashcard in front of the students; (3) In online learning, the researcher shared powerpoint of

Hijaiyah Flashcard on the screen; (4) In offline learning, the researcher holded the hijaiyah flashcard at chest level and faces the students; (5) The researcher explained the similarities between the English consonants sound and the *hijaiyah* letters sound, then gave an example of how to pronounce it; (6) The student were asked to pronounce the consonants and *hijaiyah* letters from the card one by one; (7) Then, students read the previous words by entering the sound of the *hijaiyah* letters; and (8) Flashcards can also be combined with other games and the procedure is adapted to the game.

The researcher implemented the use of *Hijaiyah* flashcard on teaching Greeting Cards material in Class VIII A of SMP Muhammadiyah 1 Malang. The meeting was held on September 3, 2021 through Microsoft Teams. The researcher compiled a lesson plan according to the 8th grade English syllabus which was used as teaching material in the learning process. First of all, the learning process was running as usual according to the lesson plans that have been made. Then, researcher asked the students to read some words or expressions contained in the greeting card and found some words with incorrect pronunciation. Next, the researcher introduced *Hijaiyah* Flashcards to the students and explained that there 18 sounds in English consonants that have similar sounds to the *hijaiyah* letters. Also, the researcher gave examples of correct English pronunciation. The last, students were asked to pronounce the words correctly.

Teacher Response

After the *Hijaiyah* Flashcard was implemented in teaching English pronunciation. The researcher distributed the questionnaire in the form of Google Form to the English teacher. The assessment of the media was conducted by Nosa Setiabudi as an English Teacher of Class VIII A at SMP Muhammadiyah 1 Malang. The questionnaire consists of 10 statements which include an assessment of the design and media materials as well as the use of media in the learning process. The following are the results of the teacher response questionnaires.

Table 4
Teacher's response

No	Statement	Answer			
		SA	A	D	SD
1	The selected media design is in accordance with the general character of the students	✓			
2	The pictures used on the media is feasible	✓			
3	The letters and words in the media can be read clearly	✓			
4	The example of the given word is in accordance with the consonant and Arabic sound	✓			
5	The Flashcards can be used for any learning material	✓			
6	*Hijaiyah* Flashcard is practical to carry	✓			
7	The media is easy to use in the learning process	✓			
8	*Hijaiyah* Flashcard help teacher in teaching pronunciation	✓			
9	Students are enthusiastic about learning using *Hijaiyah* Flashcards	✓			
10	*Hijaiyah* Flashcard according to the needs of students in learning pronunciation	✓			
Comment	It's good media. It's really helps students in learning pronunciation. Maybe just one little comment. This media has its maximum benefit when used offline. Maybe you should consider to develop more interactive media which is would be effective for online learning. Thank you.				

The teacher gave an assessment of the flashcard design and the use of flashcards as a medium for learning English pronunciation. The data above showed that each statement item got a score of 4 which means flashcards are very good without any improvements. Also, for

the overall percentage of items obtained is 100% which is the flashcard is very good and feasible for use as a learning medium without any improvements. Moreover, there are a little comment from the English teacher that *Hijaiyah* flashcard really assist students in learning pronunciation and very useful when used offline. However, the researchers should consider developing interactive and effective flashcards for use during online learning.

Students' Responses

There were 20 students who became respondents in this research. The students have been taught *hijaiyah* letters and read the Qur'an and English since first grade and so when introducing the *Hijaiyah* flashcard, they are familiar with the sounds of the *hijaiyah* letters and some English consonant sounds. Then, students were asked to answer questionnaires in form of Google Form related to the use of flashcards in learning. Questionnaires were given to students after learning is complete. The following are the results of the students' responses to the use of *Hijaiyah* Flashcard in teaching English pronunciation.

Table 5
Students' Responses

Respondent	Statement										Total	%
R 1	3	3	3	3	3	3	3	3	3	3	30	75
R 2	3	3	4	3	4	3	4	3	4	4	35	87.5
R 3	4	4	4	4	4	4	4	4	4	4	40	100
R 4	3	3	4	4	4	3	4	2	4	3	34	85
R 5	3	3	4	3	3	3	3	3	3	3	31	77.5
R 6	4	4	4	4	3	4	4	4	4	4	39	97.5
R 7	3	3	3	3	3	3	3	3	3	3	30	75
R 8	3	3	3	3	3	3	2	3	3	3	29	72.5
R 9	3	3	3	3	3	3	3	3	3	3	30	75
R 10	4	4	4	4	4	4	4	4	4	4	40	100
R 11	3	3	3	3	3	3	3	3	3	3	30	75
R 12	3	3	3	3	3	4	3	3	3	3	31	77.5
R 13	4	4	4	4	4	4	4	4	4	4	40	100
R 14	3	3	3	3	3	3	3	3	3	3	30	75
R 15	3	3	3	3	3	3	3	3	3	3	30	75
R 16	3	3	3	4	3	4	3	3	3	3	32	80
R 17	4	3	3	4	3	3	3	2	3	3	31	77.5
R 18	3	3	4	4	3	3	3	3	3	3	32	80
R 19	4	4	4	4	4	4	4	4	4	4	40	100
R 20	4	4	4	4	4	4	4	4	4	4	40	100
Average											33.7	84.25

The assessment of students' responses to the implemented Hijaiyah flashcards reveals a noteworthy average percentage of 84.25% in terms of media design and utilization. This substantial average underscores the pronounced effectiveness and viability of the Hijaiyah flashcards as pedagogical tools for facilitating English pronunciation instruction. The robust performance, as indicated by the elevated percentage, substantiates the considerable merit and appropriateness of the flashcards as a learning medium within the instructional context. The 84.25% average aligns with a highly positive evaluation, signifying that the Hijaiyah flashcards garner widespread approval and are deemed particularly adept for integration into English language teaching. This outcome, rooted in the comprehensive analysis of students' perspectives, not only attests to the success of the media design but also underscores its practical utility and resonance with the intended learning objectives. Such favorable findings bear implications for the broader educational landscape, suggesting the potential efficacy of

incorporating innovative instructional tools, such as the Hijaiyah flashcards, to enhance the pedagogical approaches employed in teaching English pronunciation.

Discussion

The findings of this investigation underscore the significance of considering students' backgrounds as a pivotal factor contributing to favorable outcomes in the realm of English teaching and learning. Specifically, the development of a pronunciation-focused flashcard, integrating Arabic-English phonetics, emerges as a efficacious pedagogical intervention, evidenced by its notable feasibility rating of 84.25%. This result attests to the efficacy and practicability of incorporating cross-cultural elements, particularly linguistic nuances, into educational materials for enhanced language acquisition. The effectiveness of integrating Arabic-English sound in the pronunciation flashcards aligns with the broader pedagogical framework advocated by proponents of Culturally Responsive Pedagogy. Scholars such as Landson-Biling (2006) and Gay (2018) underscore the importance of teachers embracing reflective teaching practices grounded in culturally relevant pedagogy. By acknowledging and incorporating students' cultural backgrounds, particularly in the design and implementation of instructional materials, educators foster an inclusive and engaging learning environment. The positive outcome of this study resonates with the principles advocated by these scholars, emphasizing the potential impact of culturally responsive approaches on optimizing English language teaching and learning experiences.

Culturally responsive pedagogy or in other terms is called as culturally responsive teaching is considered important in English teaching because it is contended that incorporating students' cultural background help them make connection with their real life experience. It is also argued that teachers need to identify particular areas in language teaching that connect students to the topic about their everyday live, socioculturally related, and community-based resources (Villegas & Lucas, 2007). When students are given an opportunity to make connection between what they have learned in their lives and what to learn inside the classroom, it is likely to help them store the information in their brain to learn something new. The use of this concept has been done by many researchers, it is to use schemata—background knowledge—in improving students English reading comprehension (Yang, 2023; Al-Jarrah, 2018; Khataee & Davoudi, 2018), but to improve English pronunciation is stilll limited.

In the pursuit of an inclusive and responsive educational approach, the deliberate integration of hijaiyah (Arabic) sounds into English language learning represents a conscientious acknowledgment by researchers. This initiative is grounded in the intent to establish a meaningful connection between students at Islamic-affiliated schools and their linguistic background, specifically Arabic, with the overarching goal of enhancing proficiency in English linguistic elements, notably pronunciation. Recognizing the potential synergies between these linguistic domains, the researchers assert that leveraging the familiarity with hijaiyah sounds can serve as a pedagogically constructive bridge, facilitating a more seamless and effective acquisition of English pronunciation skills. Notably, various research findings substantiate the efficacy of incorporating hijaiyah sounds in aiding Muslim students in their pronunciation learning endeavors. Studies by Lestiono and Gusdian (2018), Wati (2019), and Gusdian et al. (2020) collectively endorse the notion that exposure to hijaiyah sounds has proven instrumental in assisting Muslim students in refining their pronunciation skills. These empirical findings underscore the pedagogical utility of incorporating culturally and linguistically relevant elements into the language learning process, particularly in the context of Islamic-affiliated schools. As a result, such an approach not only aligns with the principles of Culturally Responsive Pedagogy but also serves as a practical exemplar of leveraging linguistic affinities to optimize language learning outcomes.

The process of developing this media was carried out by adapting the development stage of Borg and Gall in Sukmadinata (2005). There were six steps that researcher used in this research: collecting information, initial product design, and expert evaluation, product revision, implementing the media and revision and final product. This stage began by collecting information related to the English learning process in the classroom. This was obtained by conducting interview with an English teacher and classroom observations. In creating the initial design of the media or Flashcard, researcher adjusted the design to the characteristics and needs of students based on the information obtained. Then, the flashcard was assessed by media experts to find out the feasibility of flashcards as a learning media.

According to students' responses, the score percentage obtained is 84.25%. It means that the medium is feasible to be used in the classroom. Students can use Hijaiyah flashcard as a medium to remember the pronunciation accuracy on a particular target sounds. In addition, students gave answers "Strongly Agree" and "Agree" on statement number six that Hijaiyah Flashcards can help students in learning pronunciation. However, there are several statements that received a "Disagree" answer from students, such as one student give a "Disagree" answer to statement number 7 "Hijaiyah Flashcard media can be used by students themselves easily", and two students gave a "Disagree" answer to statement number 8 "Learning pronunciation becomes easy when using Hijaiyah Flashcard."

CONCLUSION

Underlying the results of questionnaire from media expert, teachers, and students which resulted in the percentage of 82.25%, it can be concluded that hijaiyah corresponding sounds to English sound flashcard is feasible to be implemented as a medium to teach English pronunciation for students at Islamic-affiliated schools. This research implies that teachers can consider the idea of accommodating students' cultural background in developing teaching media, in such a way, the teaching and learning becomes more student-centered as it accommodates students' live background as its fundamental basis of media development. However, this research is limited to students at Islamic-affiliated school which is located in the city center in which their Arabic literacy is well-maintained because their parents are from middle-class. It is suggested that future researcher can develop similar media and to implement it in a school where the students are coming from diverse social class.

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