

An Analysis of Hijaiyyah's Pronunciation Among New Learners: A Systematic Literature Review (SLR)

**Yuslina Mohamed*¹, Zainurrijal Abd Razak², Tuan Haji Sulaiman Ismail³,
Nada Ibrahim Alribdi⁴, Mesbahul Hoque⁵**

^{1,2,3}Faculty of Major Language Studies, Islamic Science University of Malaysia,
Malaysia, ⁴Department of Teaching and Learning, College of Education and
Development, Princess Nourah Bint Abdulrahman University, Saudi Arabia

⁵Faculty of Quranic and Sunnah Studies, Islamic Science University of Malaysia,
Malaysia

yuslina@usim.edu.my*¹, dekanfpbu@usim.edu.my², sulaiman.i@usim.edu.my³,
nialrbdy@pnu.edu.sa⁴, mesbahul@usim.edu.my⁵

Abstract

Makhraj, or pronunciation, is an essential element of Arabic phonetic rules in the Quranic reading. Studies on the articulateness of Arabic alphabet pronunciation of phonetic aspects due to the influence of native languages have been debated for decades. The Makhraj of Hijaiyyah is related to learning and reading the Quran, as the Quran itself is revealed in Arabic. Therefore, the consonant of Hijaiyyah's pronunciation must be mastered at the beginning of the Quranic study to produce a clear sound and precise meaning. This study aims to acquire a pattern of Hijaiyyah consonant designation in terms of the characteristics of the Malay tongue's articulation fluency, consonants, and phonetic nature for the basis of Quranic learning and teaching. The content analysis method developed a theme related to the pronunciation fluency of letters in three levels. The classification of letters is emphasized to guide teachers and other researchers in teaching the Arabic language and al-Quran education.

Keywords: Arabic Letter; Pronunciation; Learning; Quran

INTRODUCTION

The education of the Quran is compulsory for every Muslim as reading it guides towards "Sirat al-mustaqim" (Mohamed et al., 2013) the Quran was revealed in Arabic providing a challenge for non-Arabs to master the pronunciation of the alphabet such that the Quranic verse could be read correctly (Mohamed, 2024). Therefore, mastering the pronunciation skills has been identified as one of the problems in Quranic learning. The law of Makhraj is crucial when reading the Quran because the mispronunciation affects the understanding and meaning of the Quranic vocabulary (Aman & Baharudin, 2019). According to Rahimi et al. (2010) and Wati (2019), mastering the skill of pronunciation can be traced through one's ability to pronounce the Arabic consonants according to their Makhraj. By definition, Makhraj in Arabic language defined as the place where the air is released from the lungs to the mouth (Rahimi et al., 2010). Each consonant is pronounced according to their Makhraj. Pronunciation (Wati, 2019) links consistency and fluency, thus become a grave concern to achieve communication ability. In the context of the Quran, fluent communication skills are practiced in reading the Quran by way of pronunciation. All letters must be pronounced according to its Makhraj accurately while reading the Quran which subsequently improves the reading skills (Subali et al., 2014).

Therefore, knowing and learning the sound elements of each Arabic letters is very imperative to ensure the Arabic language is spoken in accordance with its rules. However, Subali et al. (2014) argued that the mastery of the sound elements of the Arabic alphabet is not only limited to the pronunciation but also required to master its intonation. In term of intonation, Arabic letters were taught at a very young age while learning Jawi in Malaysia. Consequently, not surprisingly, many Quran-based learning books have been published in Malaysia such as Iqra, Muqaddam and etc. To preserve its authentic value and not be forgotten, it is crucial to encourage them to learn Arabic alphabets at a young age.

To date, various method in teaching and learning Quran has been used widely in Malaysia such as IQRA' (Alias et al., 2019; Bidin et al., 2018; Mohd Senin, 2022), al Baghdadi (Bidin et al., 2018; Zamzuki et al., 2023), al Matien and Haraki Method (Bidin et al., 2018). However, even though this method has been used commonly in introducing Arabic alphabet, the method used is found deemed ineffective especially for beginners and non-native speakers striving for accurate pronunciation (Rahimi et al. 2010, Wati 2019).

Several aspects should be considered in the process of Quranic education such as the nature of the letter, the manner of pronunciation or Makhraj and the rule of the Quran or Tajweed. Those aspects serve as a turning point in the preparation and development of Quran- based-learning books so thus the process of learning and teaching the Quran becomes easier, practical, and classic. Several Hijaiyyah pronunciation methods, such as the Mahjub Theory (Ramli & Rahman, 2017) and al-Khalil (Zakaria & Rahimi, 2015) aimed at helping learners with difficulty in pronunciation and producing the sound of Arabic alphabets through the order of letters. Therefore, this study aims to identify the Hijaiyyah patterns from several existing modifications of basic learning methods.

METHOD

This study utilized a systematic literature review method to identify and critically analyze instruments related to the topic. The search focused on instruments that address aspects of mistakes in reading the Quran, students' problems in pronouncing Arabic alphabets, and Quran recitation skills. This study examines various methods used in teaching and learning the Quran, including the alifbaiy Arabic consonant method, the methods of sound association (hijanetics), the al-Khalil method, and the format of hijaiyyah pronunciation (makhraj). This study utilized search string methods, which involved either searching for specific terms or combining two or more terms together. The relevant literature review was identified by conducting a search in both Scopus and Mendeley databases, using English and Malay languages. The search was limited to any publications within the last 10 years for keywords such as "Alifbaiy", "Hijanetics", "Makhraj", "Hijaiyyah Pronunciation", "Quran recitation skills" and "Mistakes Reading Quran".

RESULTS AND DISCUSSION

Pattern of Abjadiyyah for Quranic-based Learning

Hijaiyyah is letters used in the Arabic language to construct words. According to Jamil (2015), experts have varied opinions on the total number of letters, some of which mentioned 28 letters excluding the *Lam-Alif* and *Hamzah*, a few stated 29 letters excluding the *Lam-Alif* and also several stated 30 letters including the letters of *Lam-Alif*

and *Hamzah*. However, Jamil (2015) points out that experts believe the Hijaiyyah letters originated from the north-western part of the Arabian Peninsula of the Phoenicians (Kanaan) consisting of 22 letters:

ا ب ج د ه و ز ح ط ي ك ل م ن س ع ف ص ق ر ش ت

Next, the Arabian added another six letters, so the total number of letters become 28, which listed as:

ا ب ت ث ج ح خ س ش ص ض ط ظ س ش ص ض ط ظ ع غ ف ق ك ل م ن ه و ي

On the contrary, the Arabic alphabet group or Hijaiyyah is called Al-Abjadiyah Al-'Arabiyyah or Arabic alphabets (Wati, 2019). Although scholars have different views on the number of Arabic consonants, Arabic consonants have well-known systems such as Hijaiyyah, Abjadiyyah and al-Makhraj.

At present, many phonetic-based learning materials for Quranic or Arabic language education are available for students to assist and improve their pronunciation. However, reading the Quran in the correct manner among students has not been fully mastered. Some of the results as presented by Wati (2019) and Zechariah & Rahimi (2015) found that the influence of the mother tongue was one of the problems in pronouncing the Arabic letters accurately. In addition, concerned with individual differences in children's development, Zakaria & Rahimi (2015) emphasized the combination of several complex processes in spelling activities must adhere to their psychological needs.

Therefore, it is not surprising that some studies such as Ramli & Rahman (2017) and Badaruddin, et al. (2017) were triggered to identify the problem in students' pronunciation and to determine the level of pronunciation proficiency among pre-schoolers, such as a study conducted by Rahimi et al. (2010) and Wati (2019) that explored the use of Hijaiyyah association in English learning, while Subali (2014) identified the pattern of each Hijaiyyah's pronunciation.

Al-Quran Alphabets Pronunciation-Makhraj

The Makhraj is an Arabic term referring to the sound coming out of the human oral cavity, where the vibration is produced by the five elements of human speech namely throat, tongue, lips, oral cavity and nasal cavity (Subali et al., 2014). More specifically, the author of the book (Bisry, 1991) has defined the Makhraj as a particular place in the airway that is the point of cooperation between the two speech organs. By this definition, Ramli & Rahman (2017) stated that a clear macroscopic point was found when the combination of two pronounced organs produced a specific sound and formed 11 consonant points of articulation as summarized in Table.

Table 1: Points of Articulation

Phonetics	Alphabets
Consonant (two lips)	م و ب
Consonant (bottom lip + teeth)	ف
Consonant (tip of the tongue + tip of the teeth)	ذ ث ظ
Consonant (tip of the tongue + back of the teeth)	ن ل ض د ط ت
Consonant (tip of the tongue + gum)	ز ص س ر
Consonant (tip of the tongue + hard palate)	ج ش
Consonant (centre of the tongue + hard palate)	ي
Consonant (back of the tongue + soft palate)	خ غ ك
Consonant (back of the tongue + uvula)	ق
Consonant (back of the tongue + throat)	ع ح
Consonant (two vocal cords)	م ء

In regard to the relationship between Phonics and Makhraj, as described by Ahmad et al. (2018), Phonics is quite similar to Makhraj where phonics is something between a specific letter and its sound, which uses the sound-symbol relationship to recognize the words. Moreover, Rahimi et al. (2010) claimed that Makhraj focuses on the sound pressure of the speech pronunciation point which occurs in some Arabic characters.

Children have been exposed to Quranic Education as early as three years old. In Malaysia, the IQRA method has been used for centuries as a reference to assist the teaching and learning process of reading the Quran in primary education such as pre-schools and primary schools. Rahimi et al. (2010) who conducted a study on Hijaiyyah pronunciation among pre-schoolers emphasized that the mastery of Arabic consonants should be asserted in the early-stage of Arabic language learning such as in pre-schools. They argued that students are often influenced by their native language pronunciation which causes them to have trouble learning the correct Arabic pronunciation. Thus, their study, as supported by the method of al-Khalil, found that the consonants pronunciations were classified into three categories, which 15 consonants in the fluent level, 12 consonants in the medium fluent and one consonant in the non-fluent level. In the context of the fundamental learning of reading the Quran, Arabic consonants are related to Makhraj as according to Rahman & Mezah (2010), there is a set of consonants followed the order of the Makhraj by a few Arabic Linguistic experts such as Sibawayh, al-Khalil, and Bisyr. In addition, the alphabetical order through Ibn jinni method is still used today, and even used exclusively in most Quranic or phonetic modules namely Iqra, Muqaddam, Hattawiyah, Qiraati, al-Baghdadiyyah and al-Matein method (Ramli & Rahman, 2017).

Cognitive Learning Of Quranic Alphabets

The principle of 'Ansur Maju' is one of the cognitive learning theory elements. This principle proposes that students' learning begins with simple things first rather than difficult ones (Baharudin et al., 2010). In regards to the learning of Hijaiyyah pronunciation, there exists simple consonants because of their phonetic consonants are similar to the Malay language, such as the Arabic consonant (ب) and Malay consonant (B). In contrast, an Arabic consonant in particular (ث) is difficult to pronounce by most students as it sounded similar to the consonant (س) and it almost sounds like Malay consonant (S). The absence of such consonant in Malay consonants triggers the consonant to be pronounced almost inaudibly.

Many modules have been developed to support the education related to phonetics. One of the well-known theories used in the field of Arabic language phonetics is Mahjub Theory. According to Ramli & Abd. Rahman (2017), Mahjub or Abd Fatah Mahjub is an academician with an extensive experience in Arabic language education to non-native speakers with a specialization in Arabic phonetics. Mahjub Theory is identified as a module that able to improve the problem of Arabic language pronunciation. Therefore, this theory is usually applied as an instrument to improve the Arabic language pronunciation among non-native Arabic speaking.

Another method discovered is the al-Khalil method as mentioned by Rahimi et al. (2010). Al-Khalil method (Al-Makhzumi, 1986) is a test used to form consonant letters beginning with the curved cavity organ, and ending with the lip organs. The test consisted of 28 consecutive consonant letters that were turned off (*sukun*) by using the letter *Alif* (hamzah) to pronounce them. Thus, the pronunciation of participants involved normally will usually be evaluated by marking their level of fluency.

Hijaiyyah Reading Tools

Reciting al-Quran in the best manner is a mandatory obligation for Muslims, and learning al-Quran is a constant practice upon achieving the correct and accurate recitation (T. Altalmas et al., 2018). It is necessary to learn the rules of Tajweed to master the recitation of Quranic verses. Anyone who wants to recite Quranic verses should know the Arabic language which is a challenge for us as Muslims (Manupraba, 2019). To date, many books published related to the Quran-based Learning have enabled beginners such as non-native speakers, children, and adults to read the Quran. Next, Ahmad et al. (2018) claimed that learning Hijaiyyah has the same benefits as learners having Jawi literacy skills. This has contributed them to develop a tool for children to learn Arabic alphabets by integrating the phonics reading technique for Jawi with an attractive approach. They designed the application specifically to visualize phonics Makhraj, Jawi alphabets, sentences, numbers and syllables. Many applications have been developed by Muslim engineers to encourage the younger generation to learn Arabic alphabets or Hijaiyyah, as learning aids to assist the pronunciation of the Quranic alphabets correctly, as described by S. Ahmad et al. (2019); Subali et al. (2015); T. Altalmas et al. (2018); and La Hompu et al. (2016).

In fact, the phonology rules of the Quran are essential when reading the Quran. Daradjat (2014) observed at least six points could be used as a basis for the learning of the Quran, which are (1) the inclusion of the Arabic alphabets in the Quran from alif to ya; (2) makhārij al-āurūf, which is a guide to the sound of the alphabets and the properties of the alphabets; (3) the shape, purpose, and punctuation of the alphabets, such as āarakah, shadda, sukūn, and the extension of the alphabets; (4) Waqf form and function (the stop sign in Arabic when reading the Quran); (5) the Quran method of reading and reciting qira'at and naghām; and (6) adabuttilawa, which is courteous while reciting the Quran. Although there are several levels of reading the Quran namely Tartil, Tahqiq, Tadwir and Hadr, the recommended reading levels for beginners are the first and second levels (Supriyadi & Julia, 2019).

In response to the problem of reading the Quran, it has contributed several of previous research to develop the reading skills of the Quran in different methods, for instance Supriyadi & Julia, (2019) and Yusof et al. (2011). Both studies which also concerned to the Hijaiyyah pronunciation, have produced several solutions to read the Quran properly. Hassan & Zailani (2013) evidenced that the fluency of the recitation, the knowledge of the Tajweed laws and the comprehension of the words in the Quran improved with the ability to speak the Arabic language. By focusing the study towards the problems in reciting the Quran among Arabic speakers, they recommended that the difficulties faced by the Quran reciters can be minimized by increasing the general learning process, such as by making more effort to study the Quran.

Meanwhile, Supriyadi & Julia, (2019) established a new method to eliminate the inability to read the Quran, particularly for Muslims adults, by prioritizing the direct reflective-critical action. This practical step applied the action according to conditions and situations, such as (1) reading cursive letters fluently and correctly, (2) reciting the Makhraj fluently, and (3) applying the Tajweed correctly thus their study's findings can be examined explicitly. Implementing the *Tahqiq* approach of the Quran to students resulted in the rating skill of students are improved from the non-fluent to fluent level. As a result, this finding has been proposed as one of the alternatives to eliminate the

ignorance of the Quran reading or analphabetic at the university level. The reading of the Quran must be done correctly. Hence, it must be performed with the utmost caution and without error (Muhammad et al., 2012).

Table 2 depicts some of the studies related to the mistake of the pronunciation of Hijaiyyah among primary school students. Six columns were created in the table to facilitate the overview analysis. The objective of the study, the problem of study, and the method used are the main focus in the selection of articles. A case study is preferred in this study to discover the problem of pronunciation in a closer method after theory. At the end of the study, the pattern of consonants of Hijaiyyah will be justified based on the comparative analysis.

Seven case studies have discussed in this present paper. To determine the fluency of pronunciation of Arabic consonants after taking consideration of Arabic as a second language and the effect of Malay phonetics, a specific method was adopted and samples were taken among students (Zakaria and Rahimi, 2015; Ramli and Rahman, 2017; Rahimi et al., 2010). Zakaria and Rahimi (2015) and Rahimi et al. (2010) respectively involved primary school students of Year 1 and Year 6. However, both of them utilized the same method of measurement which was through the al-Khalil method. On the contrary, Ramli and Rahman (2017) involved secondary school students in their study. As technology advances, several tools have been applied to support the process of phonetics analysis of Hijaiyyah pronunciation such as Speech Analysis Software (PRAAT), which was used in a few studies, for instance Badaruddin, et al. (2017) and Subali et al. (2014), Linear Discrimination Analysis (LDA) was utilised in (Badaruddin, et al., 2017). In contrast, Wati (2019) employed the PAR conceptualization by involving a group of people to collaborate actively in the research.

Table 2: Background of Study

Author	Introduction	Problem	Participants	Method
(Zakaria & Rahimi, 2015)	Arabic consonants from easy to difficult level designation according to the concept of progression.	Most of children in Malaysia start learning Arabic consonants in accordance with the <i>Alifbaiy</i> alphabet consonant without examining its ease in pronunciation.	400 year One pupils.	al-Khalil method
(Wati, 2019)	Explore the use of sounds association of Hijaiyyah (Arabic Alphabets) and English phonetics (HIJANETICS) in teaching pronunciation to students.	Overcoming the learners' difficulties in producing English sounds, enhancing their communicative competency, and also promoting an alternative approach to teach pronunciation for teachers.	Observations and in-depth interviews involving a school principal, teachers, and students.	Participatory Action Research (PAR)
(Subali et al., 2014)	To analyse the pattern of frequencies called formant for each Hijaiyyah pronunciation which expresses proper pronunciation	Mistake in pronunciation of a letter or Makhraj.	Recording of <i>Qori</i> and <i>Qoriah</i> .	Graphical User Interface (GUI) by using MATLAB

(Ramli & Rahman, Application of Mahjub Theory in Arabic Pronunciation among Sabahan Students, 2017)	To identify the real problem of the students' pronunciation sound and apply Mahjub Theory to rectify the problem of pronunciation.	Very few methods can rectify the pronunciation problem of non-Arab students.	Secondary school pupils.	Mahjub Theory
(Badaruddin, et al., 2017)	The identification of the pronunciation of both experts is needed to represent the actual and correct pronunciation	Both adults and children possess different vocal tract, thus the outcomes of the pronunciation between both experts will be different.	Adults, children, and expert reciters.	Speech analysis software-Pre-processing of the data using Spectral Subtraction technique (PRAAT)
(Rahimi et al., 2010)	To evaluate the consonant pronounced among pre-school students.	The fluency level of Hijaiyyah pronunciations among pre-school students.	Sample of 108 six years old pupils.	al-Khalil method
(Hassan & Zailani, 2013)	Poor Quran recitation skills are often discussed by educators and researchers in the field of Islamic education.	Various errors and mistakes made by students in the Quran reading.	20 university students	Conceptual framework

After meticulously reviewing seven previous studies, the thematic is successfully developed. According to the comparable research problem, the fluency of the pronunciation has been the main focus of the following study. The fluency of Hijaiyyah pronunciation by letter is categorized into three namely the easiest, the hardest, and the neutral, as shown in Table 3.

Table 3: The fluency of Hijaiyyah Pronunciation

Author	Letter		
	Easy	Moderate	Difficult
(Zakaria & Rahimi, 2015)	17 consonants ب م ن ل ف س ش ء و ز ج ي ك ه ر د ت	11 consonants ص ق غ ع ح ث ط ذ ض خ ظ	None
(Wati, 2019)	Not stated	Not stated	ك ز ث ط ش ت ج
(Subali et al., 2014)	Not stated	Not stated	Not stated
(Ramli & Rahman, 2017)	ص	ق خ ض ط ع غ ح	ط
(Badaruddin, et al., 2017)	أ ت أث أخ أد أذ أَر أُر أَسْ أه	أ ح أَسْ أَعْ أَعْ أِفْ أِكْ	أء أب أَصْ أَضْ أَطْ أَقْ أَمْ أُنْ أُوْ أُوِيْ

(Rahimi et al., 2010)	15 consonants ج س هاء ك ش دي ب ن ظ ل م وت	10 consonants ق ح ص ز ع ر ذ خ ض ث	1 consonant غ
(Hassan & Zailani, 2013)	ص ز س ل ر ن	ج ش ي ض ث ذ ظ	ت د ط غ خ ع ح هـ

Among these studies, a few used data-processing tools such as PRAAT because the data acquired was in the form of frequency that required to undergo the feature extraction stage. The analysis of the study produced a value in which the sound of phonetics can be accomplished. For example, Badaruddin et al. (2017) presented the outcomes of the identification of features that represent most of the correct pronunciation of the Quranic alphabets that uncovered the correctness for all Sukun combination of 28 Quranic alphabets between adults and the children who are experts in this field.

Based on the results of their study, 8 out of 28 letters have equal or more than 80% of the overall percentage of correct classification namely, أ، إ، ع، ح، هـ، ك، ش، ي، ج، ذ، ر، ز، ع، ر، ذ، خ، ض، ث، an average of 50% to 70% as follows, أ، إ، ع، ح، هـ، ك، ش، ي، ج، ذ، ر، ز، ع، ر، ذ، خ، ض، ث، and less than 50% are أ، إ، ع، ح، هـ، ك، ش، ي، ج، ذ، ر، ز، ع، ر، ذ، خ، ض، ث،. Pronunciation of children who are experts in this field have equal or more than 80% of correct classification letters namely, أ، إ، ع، ح، هـ، ك، ش، ي، ج، ذ، ر، ز، ع، ر، ذ، خ، ض، ث،, an average percentage 50% to 70% as follow, أ، إ، ع، ح، هـ، ك، ش، ي، ج، ذ، ر، ز، ع، ر، ذ، خ، ض، ث، and less than 50% are أ، إ، ع، ح، هـ، ك، ش، ي، ج، ذ، ر، ز، ع، ر، ذ، خ، ض، ث،. The Quranic children's reciters representative in the study has successfully identified the correct pronunciation of the Quranic alphabets in reciting the Quran by using classifier tools without analysing the pronunciation of the letter in detail. Referring to the result, equal to or greater than 80% can be considered as easy, an average is classified as moderate letters, and less than 50% is categorised as hard. The method of data analysis is similar to Subali et al. (2014), but the analysis of the Quranic reciters for each pronunciation of Hijaiyyah has expressed the pattern of articulation tools.

The use of association of sounds of Hijaiyyah and English phonetics in teaching pronunciation at least motivated and engaged learners to learn a foreign language. A study using the association of sounds of English phonetics and Hijaiyyah by (Wati, 2019) has resulted study in 10 most difficult sounds by students, in which 7 letters of Hijaiyyah, ث، ج، ز، ط، ش، ت، ك were encountered. However, the way in which the Hijaiyyah pronunciation was assimilated into the production of English phonetics with similar sounds. A set of tests for pre-schoolers to assess the pronunciation of Arabic language consonants by Rahimi et al. (2010) and Zakaria & Rahimi (2015) brought forth a total of Arabic consonants that can be ranked into three levels, which are fluent, moderate fluent and not fluent. Zakaria et al. (2010) advised that the consonants on the two lips of the consonant cavity (gullet) are placed to pronounce the letter of the Makhraj level, which can be seen and felt as well as easier to pronounce. In contrast to Ramli & Rahman (2017), who emphasized the phonetics method of Mahjub as the instrument of their study, they only use difficult letters made by Mahjub to improve the Arabic pronunciation of non-native Arabic speaking students. Their study indicated that from the nine letters tested, [ع] and [ص] were the most proper consonants to pronounce, while [ض] and [ط] were most difficult

consonants to pronounce. However, this study only involved Form Four secondary school students as respondents in their qualitative study.

The Pattern Of Hijaiyyah Alphabet

Each group of the fluency of the Hijaiyyah's pronunciation definitely present from several similar organ systems of speech through the descriptions of similarities in the place and manner of articulation (Wati, 2019) or more synonym as Makhraj. Makhraj is simply a place where the wind is held out from inside the lungs to the outside of the mouth. For instant, the consonant of the consonant [و], where the air is held in the pronunciation organ is the lip of the mouth. Makhraj for [و] is the lip organ. This showed that the Makhraj works while this consonant is sounded (Rahimi et al., 2010) unless other consonants will be pronounced and will cause misunderstanding to the listener if Makhraj not presented well.

Therefore, the letters in each level of the Hijaiyyah's pronunciation (Table 3) have been classified into the group of the speech organ of the point of articulation (Makhraj) (Badaruddin, et al., 2017) to form a pattern of Hijaiyyah letters as in Figure 1:

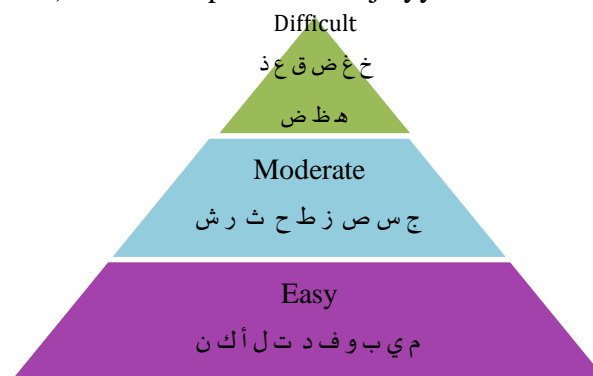


Figure 1. Pattern of Hijaiyyah Letters

CONCLUSION

The problem with the pronunciation of Arabic consonants often occurs in learning al-Quran not only among preschoolers but among adults as well. Many studies on the level of pronunciation of Arabic language consonants and the fluency of pronunciation of Arabic consonants among students have been conducted by using various methods of classical, modern or comprehensive. Additionally, this study also revealed several modules that introduce the pronunciation techniques of teaching and learning the Quran. Contra analysis of several previous studies in the form of qualitative have produced a theme based on the fluency of pronunciation of Arabic consonants that are classified into three levels namely easy, moderate, and difficult. Ultimately, all of the studies involved resulted in solutions that could be applied to the learning and teaching of the Quran. In a nutshell, the thematic in this present study is able to provide a great deal of knowledge and reference to teachers and researchers thus the proficiency and fluency of the students in Arabic letters in reading the Quran can be improved.

ACKNOWLEDGEMENT

Special thanks to research grant PRGS/1/2023/SS03/USIM/02/1 (USIM), project entitled: Pembangunan Prototaip Bacaan Alquran Fonik Aa-Ba-Ma Interaktif Berasaskan

Kaedah Multi Sensori Untuk Komuniti Ketidakupayaan Pembelajaran Dan Pengujian Prototaip Di Malaysia

REFERENCES

- Ahmad, S. Z., Aurani, J., Mazlan, U. H., & Nurhalik, M. S. (2018). Bijak Jawi: An Interactive Multimedia Reading Tool using Phonic 'Makhraj' Technique for Preschool Children. *Journal of Advanced Reseach in Computing And Applications*, 11(1), 9-16.
- Al-Makhzumi, a.-M. (1986). Al-Khalil bin Ahmad al-Farhidi: a'maluhu wa manhajuhu. *Journal of Educational Psychology*, 80, 437-477.
- Aman, A. A., & Baharudin, H. (2019). Amalan Pedagogi Jurulatih Utama Bahasa Arab Dalam Pengajaran Kosa Kata Peringkat Sekolah Kebangsaan Di Negeri Melaka. *GJAT*, 15-26.
- Badaruddin, S. N., Ahmad, S., Altalmas, T. M., Salami, M. J., Hashim, N. N., Embong, A. H., & Khairuddin, S. (2017). Analysis of Formant Frequencies of the Correct Pronunciation of Quranic Alphabets between Kids and Adults. *Middle-East Journal of Scientific Research*, 25(6), 1370-1379.
- Bisry, K. M. (1991). *al-Ashwat al-Arabiyah*. Kairo: Maktabah Al-Syabab.
- Daradjat, Z. (2014). *Metodik Khusus Pengajaran Agama Islam: Bumi Aksara*.
- Hassan, S. S., & Zailani, M. A. (2013). Analysis of Tajweed Errors in Quranic Recitation. *Procedia-Social and Behavioral Sciences*, 103, 136-145.
- Istiqomah, H. (2019). Al-Qur'an, "HIMMATI" as a Modification of Base Learning to Identify Al-Qur'an. *Proceeding of International Conference on Islamic Education: Challenges in Technology and Literacy*. 4, pp. 84-89. Malang: Faculty of Education and Teacher Training, Universitas Islam Negeri Maulana Malik Ibrahim Malang.
- Jamil, S. (2015). *Mengenal huruf hijaiyah*. Retrieved from www.sofhaljamil.com
- La Hompu, U. H., Yamin, M., & S. Sagala, L. H. (2016). Multimedia Pembelajaran Inteaktif Makhraj Huruf Hijaiyah, Wudu dan Salat menggunakan Adobe Flash CS^ Berbasis Android. *semanTIK*, 2(2), 103-114.
- Manupraba, W. (2019). *TafsirQ.com*. Retrieved from <https://tafsirq.com>
- Mohamed, Y., Hajib, Z., Dasuki, N. O., & Kadir, K. A. (2013). Quranic Miracles in the Book of "Syafiah" written by Abdul Qaher Jurjaani. *GJAT*, 3(2), 125-132.
- Muhammad, A., ul Qayyum, Z., Tanveer, S., Martinez-Enriquez, A., & Syed, A. Z. (2012). E-Hafiz: Intelligent system to help Muslims in recitation and memorization of Quran. *Life Science Journal*, 9(1), 534-541.
- Rahimi, N. M., Baharudin, H., & Mahamod, Z. (2010). The Level of Arabic Consonants Pronunciation among Preschool Children. *Jurnal Pendidikan Malaysia*, 35(1), 41-46.
- Rahimi, N. M., Baharudin, H., Yusri, G., Mat Teh, K. S., & Embi, M. A. (2010). Pembelajaran Konsonan Arab Mengikuti Pelat Bahasa Melayu. *GEMA Online Journal of Language Studies*, 10(3), 1-14.
- Rahman, M. Z., & Mezah, C. R. (2010). *Ciri-ciri bahasa Arab fonetik, morfologi dan sintaksis* (Edisi Kedua ed.). Serdang: Universiti Putra Malaysia.
- Ramli, I., & Abd. Rahman, M. (2017). Aplikasi Teori Mahjub terhadap Pembaikan Sebutan Bunyi Bahasa Arab dalam Kalangan Pelajar Sabah - Application of Mahjub Theory in Arabic Pronunciation among Sabahan Students. *MANU: Jurnal*

- Pusat Penataran Ilmu dan Bahasa (PPIB)*, 25. Retrieved from <https://jurcon.ums.edu.my/ojums/index.php/MANU/article/view/765>
- Ramli, I., & Rahman, M. Z. (2017). Application of Mahjub Theory in Arabic Pronunciation among Sabahan Students. *MANU*, 25, 137-158.
- S. Ahmad, S. N. S. Badruddin, N. N. W. N. Hashim., A. H. Embong, T. M. K. Altasmas, & S. S. Hasan. (2019). The Modeling of the Quranic Alphabets' Corect Pronunciation for Adults and Chidren Experts. *2nd International conference on Computer Applications & Information Security (ICCAIS)*, 1-6.
- Subali, M., Andriansyah, M., & Sinambela, C. (2015). Analysis of Fundamental Frequency and Formant Frequency for Speaker 'Makhraj' Pronunciation with DTW Method. In T. Y. Pasila F. (Ed.), *Proceedings of Second International Conference on Electrical Systems, Technology and Information*. 365, pp. 373-382. Singapore: Springer.
- Subali, M., Djasri, D., & Alawiyah, N. (2014). Makhraj Pengucapan Huruf Hijaiyah dalam Bentuk Simulasi Model Tabung Vocal Tract dari Alat Ucapan Manusia. *ALQALAM*, 31(2), 334-361.
- Supriyadi, T., & Julia, J. (2019). The Problem of Students in Reading the Quran: A Reflective-Critical Treatment through Action Research. *International Journal of Instruction*, 12(1), 311-326.
- T. Altalmas, W. Sediono, N. N. W. N. Hashim, S. Ahmad, & S. Khairuddin. (2018). Analysis of Two Adjacent Articulation Quranic Letters based on MFCC and DTW. *2018 7th International Conference on Computer and Communication Engineering (ICCCE)*, 187-191.
- Wati, S. (2019). Hijanetics (Hijaiyah and English Phonetics) in EFL Pronunciation Classes: A Participation Action Research. *Journal of Linguistics, Literature & Language Teaching*, 7(2), 139-154.
- Yusof, R. J., Zainuddin, R., & Yusoff, Z. M. (2011). Learning methods and problems of Qur'an reciters (malays and africans). *QURANICA-International Journal of Quranic Research*, 1(1), 17-38.
- Zakaria, Z. M., & Rahimi, N. M. (2015). Konsonan Arab Berdasarkan Konsep Ansur Maju dalam Pembelajaran Sebutan Peringkat Awal Pembelajaran. *EDUCATUM-Journal of Social Science*, 1, 14-23.