



## Using Noorain Qaida To Enhance the Pronunciation of Non-Arabic Speakers

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### Abstract

The aims of the study were to find out the effectiveness and the attitudes of the participants towards using Noorani Qaida to enhance the pronunciation of Non-Arabic speakers. The participants were 10 students from different Nationalities such as Indians and Pakistanis, but they live in Yanbu Industrial City, Saudi Arabia. The research was quantitative. It was an experimental study and the research tools used were pre-test, post-test, and questionnaire. The results showed that Noorani Qaida positively affected the pronunciation of the participants and that the participants showed a positive attitude towards the use of Noorani Qaida. Based on the findings, Arabic language teachers are recommended to implement Noorani Qaida in their practice of pedagogy.

**Keywords:** attitudes, Noorani Qaida, pronunciation, non-Arabic speakers

### INTRODUCTION

According to Gorg Thomson "the only normal way to begin speaking in a new language is to begin speaking badly". There are 6000 languages around the world. Each language is unique and it has its own linguistics system. Arabic language has a complex phonetic system, Arabic language has many sounds and places of articulation that are not exist in other. The special place of articulation that exist in Arabic and the responsible of these problems is the pharyngeal (the sounds that pronounce from the pharynx such as ع, غ, أ, ح, etc.). Most of the non-Arabic speaker fail in pronouncing these sounds correctly which affect their speaking fluency.

Most of the non-Arabic learners find problems in pronouncing the pharyngeal sounds since they are only existing in the Arabic language. Due to the non-existent of these sounds in their native language, they are not aware of the correct way to pronounce these sounds and sometimes they pronounce the equivalent sounds or the similar sounds in their language instead of the Arabic sounds. These problems effect their pronunciation and their speaking fluency.

## Research Questions

The aim of this research was to find out the effect of using Noorani Qaida to enhance the pronunciation of non-Arabic speakers.

1. What is the effect of using Noorani Qaida to enhance the pronunciation of the non-Arabic speakers?
2. What are Non- Arabic speaker's attitudes towards using Noorani Qaida?

## LITERATURE REVIEW

### Noornia Qaida

According to Aleem (2019) Noorania Qaida is a series of books for beginners to learn Quranic Arabic. They are written by Sheikh Noor Muhammad Haqqani, Punjab, Indian. They are used to teach children how to pronounce the Arabic sounds perfectly and to know the Quranic tajweed rules. They are not only for Arabic speakers, even the non-Arabic speakers can learn from these books when they want to correct their pronunciation. Noorania Qaida can be taught for the kids from 5 years old. The process of teaching the Noorani Qaida starts with teaching the learners the singular alphabets, then consonants in combination, after that Al-Huruf Al-Muqata'a, the vowels and so on until they cover the entire rules for tajweed. Noorania Qaida gradually develops the reading skill and makes the learners masters the correct pronunciation in a unique and effective manner.

### Previous Studies

Yurtoglu, (2018) conducted a research to investigate the improvement of the English pronunciation by using Communicative drill technique. The participants were 30 students from the first year in senior high school, south Bengkulu, Indonesia. The research was mixed-methods research since the tools were pre-assessment and post-assessment. The post-assessments were divided into 3 parts. Each part consisted of planning, acting, observing, reflecting, and elevation. The analysis for the elevation was done by using percentage. The result of the study showed that using communication drills can improve students' pronunciation.

According to Almelhes (2016) conducted a research to compare the methods that are using in the teaching pedagogy in the Saudi Arabian language Institute and contrast these approaches with a technology-based constructivist approach. The study was based on a qualitative method employing an action research approach which included focus group interviews with a number of students and teachers. After this study, the researcher found that both students and teachers preferred using technology in the teaching and learning process. Also, he found that technology enhances students' learning and their engagement in the classroom.

There are several similarities and differences between the previous studies and the current study. The similarity between the previous studies and the current study that all of them worked to enhance the pronunciation skill. On the other hand, the first study used a different technique to enhance the pronunciation plus the focus was on the English

language, not the Arabic language. The second research used technology to enhance the Arabic pronunciation for the non-Arabic speakers while this study used the Noorani Qaida to enhance the pronunciation.

## **METHOD**

The research was a quantitative research. The quantitative data was collected through pre-test, post-test, and questionnaire.

### **Research Tools**

The tools that was used in the research are:

**Pre-tests.** The pre-test was an oral test. The students were asked to read a specific verses of Quran to check their pronunciation. The aim of the test was to see the level of the students before applying the technique. The criteria for the evaluation was related to articulation points, characteristics of the sounds, Taj weed rules, fluency and accuracy. The marks were distributed like the following (Excellent 3, Good 2, Need-improvement 1, and unacceptable 0).

**Post-tests:** The post-test was an oral test. The students were asked to read a specific verses of Quran to check their pronunciation. The aim of the test was to see the level of the students after applying the technique. The criteria for the evaluation was related to articulation points, characteristics of the sounds, Taj weed rules, fluency and accuracy. The marks were distributed like the following (Excellent 3, Good 2, Need-improvement 1, and unacceptable 0).

**Questionnaires.** The researcher designed a Close – Open ended questionnaire. The questionnaire contained 4 questions based on a Likert scale with five possible responses (5 Strongly Agree/4 Agree/Neutral/Disagree/Strongly Disagree) while one question was open-Ended question in order to know the participants attitudes about the effectiveness of using Noorani Qaida to enhance their Arabic pronunciation.

### **Participants of the Research**

The participants were 10 female's students form different Nationalities such as Indians and Pakistanis, but they live in Yanbu Industrial City, Saudi Arabia. Their age is between 6 to 20 years old. They are beginners in Arabic language.

### **Data Collection Procedure**

The researcher asked the teacher to test the participants to see their level before applying the technique. The test was conducted to find out the level of accuracy in their pronunciation. After that, the teacher applied the Noorani Qaida for almost 3 weeks, 4 times a week. Then, the teacher tested them again to see if there is a development in their accuracy of the pronunciation or not and compare it with their pre-test. Finally, a questionnaire was distributed to know the participants attitudes toward using Noorani Qaida to enhance their pronunciation.

## RESULTS AND DISCUSSION

This section explains the results of the data collected through the tools of the research which are pre-test, post-test, and questionnaire.

**Pre-Test.** The researcher conducted a pre- test among 10 participants to find out the level of their pronunciation before using Noorani Qaida. The pre-test included four criteria that were used to evaluate the participants. The aspects which the focus was on were the place of articulations, the characteristic of the sounds, Taj weed rules, fluency and accuracy (see.

**Table 1.** Pre-test result

	Experimental group
Mean(12 possible score)	4.2
Maximum	6
Minimum	1

In the pre-test, the researcher had 10 participants. The total marks of the test were 12 marks. Each criterion in the rubric of the evaluation had 3 marks. Four participants got 6 out of 12, two participants got 5 out of 12, one participant got 4 out of 12, one participant got 2 out of 12, and two participants got 1 out of 12. The maximum mark was 6, the minimum mark was 1 and the average for all marks was 4.2.

**Table 2.** Pre-test rubric items

Criteria	Excellent 3	Good 2	Need Improvement1	Unacceptable 0	Mean
The articulation points of the sound	0	0	7	3	1.5
Characteristics of the letter	0	0	0	10	0.4
Taj weed rules	0	0	0	10	0.6
Accuracy and fluently	0	6	7	3	1.7

This table2 displays the participants' level of pronunciation before applying the technique. The mean response of criteria1 (1.5) shows that the majority of the participants had a problem with the place of articulation which means they did not pronounce the sound correctly from its place. For example, they pronounced the sound /<sup>h</sup>/instead of sound/ <sup>h</sup>/ because they did not have a /<sup>h</sup>/sound in their language. Also, in Arabic the sound / <sup>h</sup>/and/ <sup>h</sup>/are pronounce from the same place. The mean of responses to criteria 2 was (0.4) that shows most of the participants had a problem with pronouncing the sound with its correct characteristics. The characteristics of the sound in Arabic are known also as the manner of the sounds. The result of criteria 3 (0.6) shows that most of the participants had a problem with applying the Taj weed rules. Moreover, the last criteria (1.7) shows that most of the participants had no problem with fluency. They could read very fluently but without taking care of the correct place of articulation, characteristics of the sounds, and the Taj weed rules.

**Post-Test.** The researcher conducted the post-test after three weeks of applying the technique. The post-test included the same criteria that was in the pre-test (see. Table 3. Post-test results)

In the post-test, the researcher had 10 participants. The total marks of the test were 12 marks. Each criteria in the rubric of the evaluation has 3 marks. Four participants got 12 out of 12, one participant got 11 out of 12, one participant got 10 out of 12, and one participant got 9 out of 12, two participants got 8 out of 12, and one participant got 7 out of 12. The maximum mark was 12, the minimum mark was 7 and the average for all marks was 10.1.

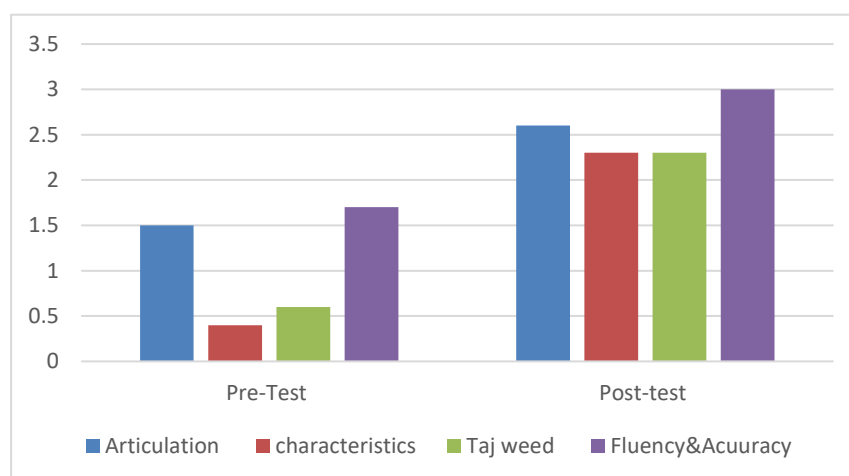
**Table 3.** Post-test results

	Experimental group
Mean(12 possible score)	10.1
Maximum	12
Minimum	7

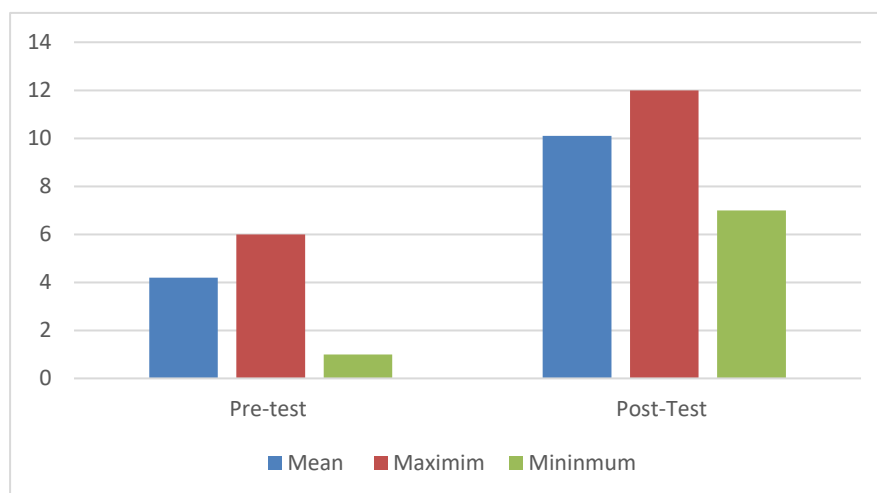
**Table 4.** Response frequencies for post-test items

Criteria	Excellent 3	Good 2	Need Improvement 1	Unacceptable 0	Mean
The articulation points of the sound	6	4	0	0	2.6
The characteristics of the letter	6	1	3	0	2.3
The Taj weed rules	4	5	1	0	2.3
Accuracy and fluently	10		0	0	3

This table4 reveals the participants level of pronunciation after applying the technique. The result of the first aspect (2.6) shows that the majority of the participants had no problem with pronouncing the sounds from its correct place of articulation. The mean response of aspect 2 (2.3) shows that most of the participants gave the sounds the correct characteristics and they pronounced them correctly. The response of aspect 3 (2.3) shows that the majority of the participants applied the Taj weed rules correctly. Moreover, the last aspect (3) shows that most of the students are fluent and accurate.



**Figure 1.** The differences between the Rubric Criteria in Pre&Post- Test



**Figure 2 .** The Differences between the result of the Pre-Test& Post-Test

As it showed in figure 1 and figure 2, the results before and after the test showed great improvement in the participants' pronunciation of the Arabic sounds. In the pre-test the maximum mark was 6 while in the post test the maximum mark was 12. Also, the minimum mark in the pre-test was 1 whilst in the post test was 7. Moreover, there was a great improvement in the pronunciation for all the participants based on the average marks. In the pre-test the average was 4.2 whereas in the post-test was 10.1. In addition, the lowest criteria in the rubric of the pre-test was the characteristics of the sounds, while the highest criteria and the most developed one was fluency and accuracy. Finally, the result agrees with Almelhes (2016) and Yurtoglu, (2018) that all the techniques that are used to enhance the pronunciation had a positive effect. To conclude, the results of the study answered the research question and it is sufficed to say that using Noorani Qaida has a great impact in enhancing the pronunciation of Non-Arabic speakers.

**Questionnaire:** The researcher designed a questionnaire. The questionnaire contained 4 questions based on a Likert scale with five possible responses while one question was open-Ended question in order to know the participants attitudes about the effectiveness of using Noorani Qaida to enhance their Arabic pronunciation.

**Table 5.** Response frequencies for questionnaire items

Questions	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	Mean responses
I had a problem with pronouncing Arabic sounds.	4	0	1	3	2	3.1
I had a problem with learning the characteristics and other Tajweed rules of the Arabic sounds.	3	1	0	5	1	3
I had a problem with knowing the place of articulation for some sound.	0	4	0	5	1	2.7
Noorani Qaida enhance my knowledge about the correct pronunciation	8	2	0	0	0	4.8

Table 5 demonstrates participants' attitude towards using Noorani Qaida to enhance Arabic pronunciation. First, the mean response for questions 1(3.1) was that the majority of the participants had problems in pronouncing some Arabic sounds. Second, the responses for question 2(3) shows that most of the participants had problems in giving the correct characteristics to the sound plus in applying the Tajweed rules. Third, the result of question 4(2.7) few of the students had problems in knowing the place of articulation, but the problem appeared when they started producing the sounds. Moreover, the mean response for question 4(4.8) shows that the majority of the participants agreed that using Noorani Qaida enhanced their pronunciation. Finally, the last question was open-ended question (what is the level of your improvement after learning Noorani Qaida?). The answers were divided into half, 5 students said the level is excellent and 5 said the level is good. This result agrees Almelhes (2016) that the participants have a positive attitude towards using the mentioned techniques to enhance their pronunciation.

## CONCLUSION

According to Frank Smith "Learning a new language is becoming a member of the club the community of speakers of that language". The purposes of the study were to find out the effectiveness and to investigate the participants' attitudes towards using Noorani Qaida to enhance the pronunciation of the Non-Arabic speakers. The result of the data collected showed that using Noorani Qaida has a positive effect and the participants have positive attitudes toward using to enhance their pronunciation.

After finding the effectiveness of using Noorani Qaida, the researcher recommends the Educational institutions that care about teaching Arabic to Non-Native to make the Noorani Qaida as an essential course because of its great effect on their pronunciation. Finally, All the Non-Native can Learn Noorani by themselves. They can buy a record that contains the lessons and practice at their homes.

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### Appendix A – (Pre-Test & Post-Test)

Criteria	Excellent 3	Good 2	Need improvement 1	Unacceptable (0)
The articulation points of the sound	All the places are correct	Most of them are correct	Few of them are correct	Non of them are correct
The characteristics of the letter	All of them are correct.	Most of them are correct.	Few of them are correct.	Non of them are correct.
The Taj weed rules	All of them are correct.	most of them are correct.	few of them are correct.	Non of them are correct.
Accuracy and fluently	The way of saying the sound and its Harakat is correct and she do not hesitate when she pronounce.	The way of saying the sound and its Harakat is .she hesitate when she pronounce.	The way of saying the sound and its Harakat .she hesitate and she need time to pronounce them	The way of saying the sound and its Harakat is not correct at all.

### Appendix B (Questionnaire)

Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Did you have any problem with pronouncing Arabic sounds?					
Did you have a problem with learning the characteristics and other Taj weed rules of the Arabic sounds?					
Did you have a problem with knowing the place of articulation for some sound?					
Did Noorania Qaida enhance your knowledge about the correct pronunciation?					
Your level of enhancing after learning Noorania Qaida. (open question)					