

Analysis of Phonological Errors in Arabic Text Reading Skills

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Abstract: Phonological errors in reading Arabic texts are a fundamental challenge in learning Arabic for beginners. This study aims to analyze the forms of phonological errors and their causal factors in grade IA students of Madrasah Mu'alimin Mu'alimat Sunan Drajat Banjaranyar Paciran Lamongan. Using a descriptive qualitative approach, data were obtained through observation, interviews, and Arabic text reading tests. The results showed that all students experienced phonological errors classified into three main forms: phoneme changes, phoneme omissions, and phoneme additions. The most dominant error was phoneme changes, especially in letters that do not have equivalents in Indonesian such as ط, ذ, ش, and ع. The factors causing phonological errors are divided into two categories, namely internal factors such as physical abilities, psychology, intelligence, talent, interest, and learning motivation, as well as external factors such as family support, learning methods, availability of learning media, and social environment. These findings indicate the need for a more systematic, intensive phonology learning approach, supported by relevant learning media and a conducive learning environment, in order to improve students' phonologically accurate reading skills.

Keywords: *Phonological Errors, Reading Skills, Letters Exits, Arabic Language.*

Abstrak: Kesalahan fonologi dalam membaca teks bahasa Arab merupakan tantangan fundamental dalam pembelajaran bahasa Arab bagi pemula. Penelitian ini bertujuan untuk menganalisis bentuk-bentuk kesalahan fonologi dan faktor-faktor penyebabnya pada siswa kelas I A Madrasah Mu'alimin Mu'alimat Sunan Drajat Banjaranyar Paciran Lamongan. Menggunakan pendekatan kualitatif deskriptif, data diperoleh melalui observasi, wawancara, dan tes membaca teks bahasa Arab. Hasil penelitian menunjukkan bahwa seluruh siswa mengalami kesalahan fonologi yang diklasifikasikan ke dalam tiga bentuk utama: perubahan fonem, penghilangan fonem, dan penambahan fonem. Kesalahan paling dominan adalah perubahan fonem, terutama pada huruf-huruf yang tidak memiliki padanan dalam bahasa Indonesia seperti ط, ذ, ش, dan ع. Faktor-faktor penyebab kesalahan fonologi terbagi menjadi dua kategori, yakni faktor internal seperti kemampuan fisik, psikologis, intelegensi, bakat, minat, dan motivasi belajar, serta faktor eksternal berupa dukungan keluarga, metode pembelajaran, ketersediaan media pembelajaran, dan

lingkungan sosial. Temuan ini menunjukkan perlunya pendekatan pembelajaran fonologi yang lebih sistematis, intensif, serta didukung oleh media pembelajaran yang relevan dan lingkungan belajar yang kondusif, guna meningkatkan keterampilan membaca siswa secara fonologis akurat.

Kata Kunci: *Kesalahan Fonologi, Ketrampilan Membaca, Makbraj Huruf, Bahasa Arab.*

Introduction

Language is the primary means of human communication, more effective than gestures or signs. Through meaningful sounds produced by the vocal tract, language allows a person to verbally convey the contents of one's heart, thoughts, and feelings. The result of this communication process is called speech, which takes the form of sentences or parts of sentences.¹ Expressions conveyed by humans are called language. From this statement, it can be understood that language consists of speech sounds. In-depth study of these speech sounds is the focus of the branch of linguistics known as phonology.²

In the Arabic context, correct pronunciation is crucial because phonological errors can significantly alter the meaning of words or sentences. Phonology, a branch of linguistics, studies how these sounds are produced and used in spoken communication. Unfortunately, this aspect of phonology is often overlooked in Arabic language learning, especially among beginning learners. The expressions conveyed by humans through the vocal tract are called language, which is composed of speech sounds. The in-depth study of these speech sounds is the focus of the branch of linguistics called phonology. Phonology studies the sounds of language, which is divided into two main branches: phonetics, which examines sound as a physical phenomenon, and phonemics, which examines sound as a unit of meaning differentiation within the language system.³ Reading Arabic texts must be done

¹ Kridalaksana, Harimurti. (1983) *Linguistic Dictionary*, Jakarta: PT. Gramedia, 22.

² Masrur, Muslich, (2009) *Indonesian Language Phonology (Review) Descriptive Indonesian Language Sound System*), Jakarta: Sinar Grafika Offset, 1.

³ Abdul Chaer . (2007). *General Linguistics* , Jakarta: PT RINEKA CIPTA, 102.

according to the rules. Phonological errors, which are sound deviations in words, phrases, or sentences, can change meaning. This often occurs in speaking and listening.⁴

At Madrasah Mu'alimin Mu'alimat Sunan Drajat Banjarnayar Paciran Lamongan, students are still found to make phonological errors when reading Arabic texts, particularly when memorizing texts like Nadhom Imrithi. These errors arise from several factors, including students' native language backgrounds differing from Arabic, a lack of understanding of correct pronunciation, and learning methods that emphasize vocabulary memorization over correct pronunciation.

Through study this, researcher make an effort identify forms error phonology that occurs in read text Arabic language and analysis factors that cause it. Focus study This is student Class IA of Madrasah Mu'alimin Mu'alimat, with hope the result can give contribution in increase quality learning Arabic, especially in skills read with correct pronunciation.

In addition, the results study This expected become material evaluation for teachers to repair method teaching, giving understanding more in to student about importance correct pronunciation, as well as become reference for madrasahs in determine policy learning Arabic to in front of it.

With Thus, research aims to describe forms of error phonology and factors that influence the phonological errors made students, researchers also provide suggestions to overcome these problems, so that student capable understand meaning text in a way intact without distorted by error pronunciation.

Method

Study This use approach qualitative with type descriptive, because aim describe in a way deep current phenomenon ongoing without manipulate existing conditions. Approach qualitative chosen for understand aspects deep from object research, such

⁴ Setyawati , (2013) *Analysis Mistakes in Indonesian Language*, Bandung: Yuma Pustaka, 17.

as phenomena, perceptions, and experiences subjective. The focus not on quantity, but on the meaning and quality of related data with connection social and psychological between individuals.⁵ According to Sugiyono, research qualitative is methods based on philosophy postpositivism and carried out in natural conditions. Researchers play a role as instrument main, with taking sample in a way purposive and snowball. Data is collected through technique triangulation analyzed in a way inductive, and the results more emphasize on meaning than generalization.⁶ According to Bogdan and Taylor, as quoted by Andi Prastowo, methodology qualitative is procedure research that produces descriptive data qualitative, which is in the form of written words or oral from people and observed behavior.⁷ Nazir explained study method descriptive is One method in examine group status human, a subject, a set of conditions, a system thinking or class current events. The purpose of study descriptive This is make description, overview or painting in a way systematic as well as connection between the phenomenon being investigated.⁸ Approach This chosen for understand incident in a way natural without manipulation, according to with view Sugiyono who emphasized importance meaning and context in study qualitative.

Study conducted in class IA Madrasah Mu'alimin Mu'alimat Sunan Drajat Banjarnayar, Paciran, Lamongan, the majority of whom his students is students Cottage Sunan Drajat Islamic Boarding School. This background chosen Because student own intensity learning high Arabic, but still found error phonology in read Arabic text.

⁵ Jasa Ungguh Muliawan. (2014). *Educational Research Methodology with Case Studies*, Yogyakarta: Gava Media Publisher, 211.

⁶ Sugiyono . (2016) *Educational Research Methods Approach Quantitative , Qualitative , and R&D*, Bandung: Alfabeta , 15 .

⁷ Andi Prastowo , (2016) *Research Methods Qualitative in Design Research* , Yogyakarta: Ar -Ruzz Media, 22.

⁸ Moh Nazir, (2011) *Research Methods* , Bogor: Ghalia Indonesia Publisher , 52.

Researchers qualitative play a role as instrument humans decide focus research, choosing informants, collecting data, assessing data quality, analyzing, interpreting, and drawing conclusion. In data collection, researchers assisted by colleagues who document the process. To obtaining data, researchers use technique like observation namely the data collection process in which researchers involved direct in a program and in a way deep observe behavior that occurs in a way natural , interview that is an interaction process between interviewer and source through communication direct, and documentation that is notes or work created by someone about something that has been happened , Document This Can in the form of text written, pictures, or photo.⁹ Researcher use matter the for know madrasah conditions and results test read text Arab student .

data sources consist of on the primary data obtained direct from interviews and observations student as well as Arabic language teachers, as well as secondary data in the form of documents schools and references relevant literature. Students who become object study totaling 25 people with background background and abilities diverse.

data analysis technique refers to the Miles & Huberman model which includes data reduction, data presentation, and data extraction conclusion. Data reduction is carried out for filtering relevant data, data presentation is arranged in a way systematic so it's easy analyzed, and conclusions taken based on findings empirical in the field.¹⁰

Findings and Discussion

Study This conducted in class IA Madrasah Mu'alimin the Mu'alimat of Sunan Drajat Banjaranyar Paciran, Lamongan, with approach descriptive qualitative.

⁹ A. Muri Yusuf, (2014) *Research Methods* , Jakarta: Prenadamedia Group, 291, 372. 389 .

¹⁰ Salim, Syahrums . (2007). *Research methods Qualitative* , Bandung: Citra Pustaka Media, 1 47 .

Research results show that error phonology in read text Arabic still often happening among student class IA.

The teacher uses method drill (exercise) oral repeated) and ask answer for practice pronunciation students, however the result Still show that all student class IA experienced error phonology, especially in rare words they hear or read , like *عَقْلٍ*, *فَصْلِهِ*, *شَاطِئِ الدَّهَابِ*.

According to Mrs. Ririn Rahmawati, S.Pd.I., as a language teacher Arabic, error phonology student class IA happen Because background behind diverse education, less practice, and influence Language mother. Mistake general covering change phonemes (eg. *ش* become *س*), disappearance *tanwin*, as well as mispronunciation letter thick and throaty. Although already use method drill and ask answer, all student Still experience error , so that need regular practice, understanding *makhraj*, and mentoring intensive.

Based on theory put forward by Nanik Setyawati in book Analysis Indonesian Language Errors: Theory and Practice, errors phonology classified become three form main, namely change phoneme, deletion phonemes, and additions phonemes.¹¹ Third form error this was also found in research conducted in class IA Madrasah Mu'alimin Mu'alimat Sunan Drajat. Through results test read text Arabic language that has been given to all over students, it seems clear that they Still often do error phonology in various form.

Form the most dominant error is change phonemes, where students replace One phoneme with other phonemes that are heard similar However different makhraj or its nature. For example, the letter *ش* (*syn*) often read become *س* (*sin*), *ط* (*tho'*) become *ت* (*ta'*), and *ذ* (*dzal*) become *د* (*dal*). Error kind of This cause the

¹¹ Nanik Setyawati . (2010) *Analysis Errors in Indonesian Language Theory and Practice* , Surabaya: Yusma Pustaka, 32 .

meaning of words changes and signifies that student Not yet capable differentiate Arabic phonemes that are not There is in Indonesian. In addition, other errors that occur covering disappearance phonemes, such as No sound tanwin or remove letter end a word, and addition phonemes, for example add tasydid or letters that are not There is in text the original.

Phenomenon This show that error phonology that occurs no just error technical only, but is part from problem deep influenced by various factors. Based on interviews and observations directly in the field, found that factors reason error phonology divided into two groups big, namely internal factors and external factors external, according with opinion Dalyono in his book Educational Psychology.¹²

Internal factors include condition physique like fatigue, fear or not enough believe self, difference intellectual in understand makhraj letters, talents, interests, and motivation student in Study Arabic. Students who are interested tall like Rizka Daffa and Azzam more fast accept correct even though Still There is error. External factors covers lack of support family / environment, method learning that is limited to drills and questions answer, lack of supporting media such as audio or video. All This slow down repair error phonology student.

From the results research, concluded that all over student class IA experienced error phonology, with change phoneme become the most dominant errors, especially on letters that are not there is in phonology Indonesian like ذ، ع، خ، ط، ث. This matter clarify that learning Arabic phonology for student beginner need a more personal, systematic and intensive approach, both through exercise pronunciation routine makhraj, use of relevant learning media, as well as support conducive environment.

¹² Dalyono . (1997). *Educational Psychology* , Jakarta: *Rineka Cipta* , 229-246.

Following is forms of phonological errors and factors that influence them error Phonology in skills reading Arabic texts in class IA Mu'alimin Mu'alimat of Sunan Drajat school:

1. Forms of Phonological Errors in Arabic Text Reading Skills in Class IA of Mu'alimin Mu'alimat of Sunan Drajat school.

Based on results interviews, observations, and tests read what has been done, found that student Class IA of Mu'alimin Mu'alimat of Sunan Drajat school still experience various form error phonology in read text Arabic. Appropriate with Nanik Setyawati's classification, errors the can categorized become three form main: changes phoneme, deletion phonemes, and additions phoneme.

a. Phoneme Changes

Change phoneme become type the most dominant error found. Error This happen when student replace One letter with other letters that have similarity sound, but different makhraj and its nature. This matter show that student Still difficulty differentiate sound Arabic letters that are not own equivalent in Indonesian.

Example from error This among others:

- 1) Letter ش (*sin*) read become س (*sin*),
- 2) ط (*tho'*) read become ت (*ta'*),
- 3) ذ (*dzal*) read become د (*dal*),
- 4) ص (*shod*) read become س (*sin*) or ض (*dhod*),
- 5) as well as ع (*'ain*) read become أ (*alif*).

Student such as Zahi Ahmad Irsyad, Rizka Daffa Asyhari, and Ahmad Aidil Farhan, in particular repetitive do mistakes said, shows that they Still Not yet fully understand draft *makhrajul Arabic letters*.

b. Phoneme Deletion

Disappearance phoneme happen when student No say the sound that should be There is in words, like *tamwin*, *hamzah*, or long short letter *mad*. Error

This Lots caused by lack of attention student to sign reading and vocalization in text.

For example, some student No recite tanwin on the word **بَعْضًا**, or remove hamzah at the end of the word **شَاطِئِي**. In addition, there is students who read **الدَّهَابِ** without notice the length of the mad that should be clear heard.

c. Phoneme Addition

Addition phoneme is mistakes in which students add sound that is not There is in text, such as add *tasydid* or letter addition. For example, in the word **وَلَكِنِّي**, students add *tasydid* that does not there is, or in the word **قَائِلًا**, students add letter **ي**, so that reading become No in accordance rules Arabic phonology.

Error This show that student Still read in a way intuition or guessing based on habit Language mother, no based on understanding to structure phonetics Arabic.

Table of Forms of Students' Phonological Errors

No.	Type of Error	Brief Explanation	Example Error
1	Phoneme Changes	Replacing one letter with another letter that has a similar sound, but has different meaning and properties.	s → ش t → ط, d → ذ ص → س / ض A → ع
2	Phoneme Deletion	Not pronouncing certain sounds that should be there, such as tanwin, hamzah, or mad.	بَعْضًا without tanwin, الدَّهَابِ without long mad.
3	Phoneme	Adding sounds that are not	قَائِلًا plus tasydid, وَلَكِنِّي

	Addition	in the text, such as tasydid or additional letters due to native language habits.	plus the letter ي.
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2. Factors that Influence Error Phonology in Reading Arabic Text

Based on results interviews and observations, factors reason error phonology divided into two categories main factors: internal factors and external factors external, as explained by Dalyono.

a. Internal Factors

Internal factors include:

- 1) Physical Factors: Several student still not yet used to using speech organs optimally, especially for letters like ع، ص، ذ.
- 2) Psychological (Spiritual) Factors : Fear of being wrong, embarrassed, or no believe self, as experienced by Athoullah and Rizqy, making students hesitate and end up making mistakes pronunciation.
- 3) Intelligence: Students with intelligence more good like Zahi Ahmad Irsyad tends to more fast catch and fix error.
- 4) Talent: Student MI graduates have talent a better start Good in pronunciation compared to student general elementary school graduates.
- 5) Interest and Motivation: Students who are interested high, such as Al Azzam and Haidar, more open to corrections and more fast experience progress although still do error.

b. External Factors

External factors that influence among others:

- 1) Family Factors: Lack of exercise reading at home cause limitations time train only at school .
- 2) School Factors: Teachers have use method *drill*, but background behind diverse students cause the result different.

- 3) Media Factor: Lack of learning media such as audio or video making student seldom hear correct Arabic pronunciation.
- 4) Environmental Factors Social: Poor environment support habituation reading Arabic makes student No used to read or speak Arabic outside of class hours.

Table of Factors Influencing Students' Phonological Errors

No.	Factor Categories	Factor	Brief Explanation
1	Internal	Physique	Not yet accustomed to using speech organs for difficult letters such as ع، ص، ذ.
		Psychological (Spiritual)	Feelings of fear, embarrassment, or lack of confidence when reading.
		Intelligence	Intelligent students are quicker to understand and correct mistakes.
		Talent	MI graduates are more fundamentally prepared than general elementary school graduates.
		Interest & Motivation	Students who are highly interested learn more quickly and accept correction.
2	External	Family	Lack of reading practice at home.
		School	<i>drill</i> method has been applied, but the students' background influences the results.
		Media	Lack of audio-visual media to support pronunciation learning.
		Social Environment	The surrounding environment does not support the habit of reading/speaking Arabic.

Conclusion

research that has been done, obtained conclusion as following:

1. Forms of Phonological Errors in Reading Arabic Text

Error phonology that is carried out student Class IA of Mu'alimin Madrasah

The Mu'alimat of Sunan Drajat divided become three form main, namely :

- a. Change phonemes, namely student replace One letter with other similar letters

However different *makbraj* and its nature. For example : ش become س, ط

become ت, or A become د. This is a form the most common mistakes found .

- b. Disappearance phonemes, namely student No recite sound or letter certain, for example no read tanwin or letter final from the word.
- c. Addition phonemes, namely student add sound or letters that are not There is in text, such as add *tasydid* or letter *yes* ' that no required

Error This generally occurs in Arabic letters that are not There is in Indonesian and not yet familiar to students. This is show that skills phonology student Still low and necessary improved through regular exercise.

2. Factors that Influence Error Phonology

Error phonology in read text this Arabic language influenced by two factors main, namely:

- a. Internal factors, which originate from from in self students, including ability physical, mental readiness, level intelligence, talent, interest and motivation Study students. Students who are less believe myself, not yet used to recite Arabic letters, or not enough interested tend more often do error.
- b. External factors, which originate from from environment students, such as lack of exercise reading at home, differences background behind education (MI or SD), methods learning that has not been done fully ineffective, lack of supporting learning media, and the learning environment social that is not get used to use Arabic.

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