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Analysis of Phonological Errors in Reading Skills Arabic Text at School

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Abstract:
This research is based on the existence of problems related to students' low ability to recite letters, words, or sentences in Arabic. The study aims to analyze students' mistakes in reading Arabic texts, particularly from a phonological perspective. This is a qualitative study with a descriptive research design. The research method used is descriptive qualitative, with data collected through observation, interviews, and documentation. The research subjects were Arabic teachers and eleventh-grade students at Senior High School 2 Jember. The results of the study are as follows. First, phonological errors in the Arabic reading skills of eleventh-grade students at Senior High School 2 Jember include consonant errors in throat and tongue consonant groups; vowel errors such as vowel omission, vowel substitution, and short–long vowel confusion; diphthong errors; double consonant errors; and assimilation errors involving the definite article (ال). Second, the factors contributing to these reading errors are both linguistic and non-linguistic. Non-linguistic factors include low interest and motivation in learning the language, as well as a lack of consistent practice in using Arabic.

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Introduction

In learning the Arabic language, we must know the letters that are one of the elements of the language, to distinguish the sounds from each other, so we must learn how to correctly, if there is an error in the pronunciation of one letter. So, its meaning is different. Therefore, we should improve the pronunciation of the Arabic letter in order to avoid errors (Aini & Khamidah, 2021). Reading is a skill that needs to be developed from an early age. Reading is a process carried out and used by readers to acquire the messages conveyed by the author through written media (Ashari et al., 2023; Bihari Dash, 2022; Patiung, 2016) Every language teacher should be able to understand that reading is a complex and sophisticated skill, which includes or include a smaller set of skills. Learning to read involves recognizing letters and related sounds and often involves reading the sounds together, reading words over and over again, and breaking words into smaller parts (Andini et al., 2023; Susanto & Nanda, 2024)

In reading skills, it begins with learning the sound system of a language, then

vocabulary, and sentence structure. Reading skills have two aspects or comprehension. First, change the written code to audio. Secondly, it embodies the meaning of the entire situation symbolized by the symbol of writing and sound (Ehri, 2020; Fuad, 2016; Sargiani et al., 2022) So in reading skills, it is essential to have a good understanding of phonology to support the next level of learning. Any studies on the relationship between phonological awareness and reading have been carried out starting from the view that learning to read can bring a large amount of phonological awareness (Morais et al., 1986; Müller & Brady, 2001). For students to read well, they must develop the ability to analyze the sound structure of language. This allows them to recognize words more effectively. Research shows that phonological skills play a critical role in the process of learning to read (Liberman & Shankweiler, 1985; Treiman, 1991)

In linguistics, there is the term phonology. Phonological errors are errors in sounds, whether in words, phrases, or sentences (Lathifah et al., 2017; Mahbubah & Ilmiyah, 2024). Errors usually occur in the phonetic aspect of the use of spoken language. Phonology is a branch of linguistics that discusses sound. According to Creedlexana as cited in (Irawati, 2013), Phonology is a linguistic field that studies the sounds of language according to their function. The sound in question is speech. From good and correct speech, of course, it will be easier for listeners to understand. Correctly spoken speech is important because it will affect the meaning intended by the speaker. Studying phonology is the first step for the student to be able to pronounce words correctly in an attempt to avoid errors that may occur during the learning process The elements of sound are very important for learning with the aim of facilitating students' reading of various texts and texts in the Arabic language because the errors that occur when pronouncing the letter baiza affect the semantic meaning (Kemmerer, 2023; Ramscar, 2021; Zulfa, 2022).

Many highlight the importance of phonological awareness for unimpeded learning to read (Isozaki, 2014) The relationship between phonological awareness and reading shows a substantial relationship between phonological awareness and reading (Bradley & Bryant, 2013; De Jong & Van der Leij, 1999). Every language learning has its own problems. In the Journal of Arabic Language Learning: Problems and Solutions, theoretically there are two problems that often arise in language learning, namely linguistic problems which are often called linguistic problems and non-linguistic or non-linguistic problems (Fahrurrozi, 2014; Ting et al., 2024). Non-linguistic problems include learning motivation, learning facilities, teaching methods, learning time, and learning environment. In addition, the diversity of students' backgrounds is one of the problems often encountered in the process of teaching and learning Arabic in schools.

Arabic also has sounds that are almost similar to each other so it often becomes a problem for students in learning Arabic. One of the factors that causes differences in sounds or mispronunciations of letters in words, phrases and sentences in Arabic is the diversity of languages and dialects from different regions in Indonesia (Wulandari, 2020). Language problems are problems faced by students that are directly related to language. Linguistic problems include phonology, morphology, syntax, and semantics. Among the problems that can be identified are the problem of Arabic sounds or problems related to sound systems or phonology. For ordinary learners, Arabic letters are not easy and take time to learn. Indonesians will also find it difficult to pronounce these phonemes if they are not used to them, so it is not uncommon for them to change them to Indonesian phonemes. While accuracy of pronunciation

is very important because it can influence the meaning the listener receives from what the speaker conveys (Wardana, 2014; Yaş, 2021)

This phonetic error occurred in one of the schools based on the results of observations made by the researchers during the field experience practice in the eleventh grade of the State High School 2 Jember is one of the educational institutions in the city of Jember, East Java that implements learning the Arabic language. Students still have low Arabic reading skills, such as students who stutter in reading texts, still have difficulty distinguishing between letters that are almost similar in shape and pronunciation, errors in reading length, etc. Phonological awareness refers to an individual's ability to understand that words are made up of distinct sounds or phonemes and can be separated into smaller parts (Vloedgraven & Verhoeven, 2009; Wagner et al., 1987) This skill is essential in reading because it helps individuals to understand the relationship between letters and related sounds in a given language. The importance of using grammar, especially phonology, will make the listener understand and comprehend what the speaker is saying. Likewise in reading skills, students will better know the correct pronunciation of Arabic letters according to the writing they read. Therefore, the author tries to analyze what are the forms of phonological errors in Arabic text reading skills made by students in the eleventh grade of the Senior High School 2 Jember. There is a relationship between phonological knowledge and reading learning, and both variables are bidirectionally related (Wise et al., 2008).

Method

In this study, the researcher used a type of qualitative research (Busetto et al., 2020; Jailani, 2023; Purwanza, 2022) which aims to produce descriptive data in the form of written or spoken words from individuals and observed behavior. At the same time, the design used in this study is a descriptive design. Descriptive research is research directed to present symptoms, facts, or events in a systematic and accurate manner (Aaronson, 1989; Adil et al., 2023)

This research uses data collection techniques with listening, interviewing and documentation techniques. Besides, they also use test kits, data cards and summary sheets (Anggito & Setiawan, 2018; Ernštreits, 2020). In qualitative research, data is obtained from different sources, using different data collection techniques (triangulation) and carried out continuously until the data is saturated (Nuswowati, 2022; Pahleviannur, 2022; Sadeghi & Smith, 2024) The triangulation used by the researcher is source triangulation, as this technique uses different sources, such as documents in the form of reading records and the results of interviews conducted with different subjects that consider different points of view to draw conclusions.

In the data analysis technique, the researcher used six stages, including 1) listening to recordings of student reading correctly and accurately and paying attention to error records at the time of data collection, 2) recording phonetic errors of students in the eleventh grade of the Senior High School 2 Jember in reading skills Arabic text, 3) Analyzing each sound from the student's reading results reviewed from the pattern phonetic according to Arabic phonological rules, 4) classifying phonological errors into categories of vocal, consonant and other errors and looking at them in terms of phonetics or phonetics as a distinction of meaning, 5) making corrections on Arabic words/phrases that do not conform to the correct Arabic phonological rules, 6) extracting The results and description of the data obtained are presented in the

discussion chapter.

Results and Discussion

Result

The result must be relevant to the focus or research question posed, written in a minimum of 10 lines

The result must be relevant to the focus or research question at hand, written in a minimum of 10 lines and a maximum of 15 lines. The result must contain three letters explaining the problem or

The results of the presented study included two issues: (1) the types of phonological errors in the Arabic text reading skills of students in the eleventh grade at the Senior High School 2 Jember, and (2) the factors causing phonological errors in the text reading skills Arabic for students in the eleventh grade at the Senior High School 2 Jember.

The results of this study were obtained from direct research conducted by the researcher using a testing instrument where each student read the Arabic texts aloud one by one in turn. Then the researcher records the phonological errors made by the students, in addition to the researcher also records the results of the students' reading to increase the researcher's accuracy and can also be used as evidence of the research.

Picture 1: reading skills learning activities in class



In this analysis of linguistic errors in terms of phonology, the researcher identified the research sample, which is students in the eleventh grade at the Senior High School 2 Jember, and the sample taken was 40 students. The number of students who read Text 1 was 14 students, Text 2 was 14 students, and Text 3 was read by 9 students.

The researchers found a total error of 256 data in the reading skills of Arabic texts by the students.

It is clear from the table above that most phonological errors are found in single consonant errors, which amount to 278 errors committed by students when reading Arabic texts.

Table 4.2 Frequency of phonological errors in Arabic text reading skills

Error	Number of Errors	Presentation
Vocals	78	**30.46%**
Single Consonant	135	**52.73%**
Double Consonants (Syiddah)	8	**3.12%**

Diphthong	3	**1.17%**
Renewal of the definite article (ال)	10	**3.90%**
Mixed Errors	22	**8.59%**
Total	256	**100%**

From the table above it is clear that the most common phonetic errors over consonant errors are one, with a total of 278 errors committed by students in reading Arabic texts.

Error analysis

In this error analysis, the researcher tried to distinguish between functional sounds called phonemes and sounds that have no function (phonological). One of the data found is an error viewed from a sectoral perspective.

1. Static errors

In general, the syllable is divided into five parts, namely the oral cavity group, the throat group, the tongue group, the lips group, and the nasal cavity group. However, in this case the researcher only explained the errors that occurred in the throat group and the tongue group because almost all of the consonant errors that the researchers found were in these two groups.

A. Errors in the throat set

a) In this group, the letters that come out of the throat.

Most students mispronounce (ء) ب (ع) because the consonants are almost identical in pronunciation. These two consonants are consonants that emerge from the throat. The exit letter (ء) is the letter that comes out from the bottom of the throat or the base of the throat, while the letter (ع) comes out from the middle throat. The place of the letters (ء) and (ع) is not far away, so it is easy to get confused.

Here, the researcher found examples of students' pronunciation errors in the letters /ء/ and/ع/ that can be observed in terms of phonetics, that is, when students read the sentence وَغَيْرُهُ مِنَ الْمَسَاجِدَ الَّتِي تَرْتَفِعُ ,مَأْذِنُهَا إِلَى السَّمَاعِ. The student's error lies in the word "السَمَاءِ'." Students should say the /ء/ sound is used instead of the /ع/ sound. Mispronunciation of the two sounds can be a distinction in the word such that it has different meaningsIt is " الشهادة السمعية" and "الشهادة السمعية" is "السماء". Another example is the word "رفض" يَدْفعُ ع"that the students mispronounce it becomes ئاً "مع ارتفاع درجات الحرارة"in the sentence لَا يَدْفَؤُ أيْ الطُّلَّابُ شيئًا مِنَ الرُّسُوْمِ.

Judging from the nature of the sound, the letter (ع) is a voiced sound that uses both vocal cords and the letter (ع) is also a type of soft sound where. While the letter (ء) is a type of stressed sound. However, these two letters are also included in the soft sound, as this sound is pronounced with a flat tongue position or is commonly called a soft sound. The letter (ع) does not have the same structure in Indonesian, so some beginners learning Najaya have difficulty pronouncing the letter.

b) Students' errors in pronunciation of the letters (ح) and (هـ)

Student errors in letter pronunciation also occur with the letters (ح) with (هـ). Both of them are already included in the letter throat, but the letter (ح) is a sound that comes from

the middle of the throat, while the place where the sound (ه) comes out is the lower throat. Which means that the resulting sound is deeper than the letter (ح)

Examples of students' mistakes, such as "لَحِلا" in the sentence وَيَعْلُو الْقُبَّةَ حِلالٌ يَبْلُغُ قُطْرُهُ ٣ أَمْتَارٍ وَيَنْتَهِيْ بِنَجْمَةِ خُمَاسِيَّةِ."

It is actually the word هِلالٌ. Students should pronounce the letter /ه/ instead of the letter /ح/ from this example. Based on the meaning of the word, the difference will be between the two words, which are هِلالٌ the meaning "*Bulan sabit*" and حِلَالٌ meaning "*Tanduk*".

At the same time, judging from the nature of the sound, the letters /ه/ و /ه/ are types of hissing sounds (mellow sound) and belong to the group of soft sounds. Where these sounds are pronounced in a flat or flat tongue position, it is called a soft sound (mellow sound). These two letters are also included in the unvibrated sound (consonant sound), which is the sound produced in which the vocal cords do not vibrate.

c) The student's error in pronouncing the letters (خ) and (غ)

In addition to the two letters of creation above, students also make mistakes in the letters (خ)and (غ)These two letters have the same exit location, i.e. in the upper throat. This allows students to make mistakes because they fall in the same place, but there is a difference between the two letters, that is, when the letter (خ) is pronounced, the breath flows through the esophagus and there is no vibration of the vocal cords, then it makes the flow in the throat down the throat and then into the mouth, and this type of letter is a consonant. It looks bold.

Examples of mistakes made by students, as in the sentence "وَفِي خَيْرِهِ مِنَ الْمَسَاجِدِ " The student made a mistake in the word "خَيْرِهِ", it should be pronounced by someone else. Students should pronounce the sound /غ/ instead of /خ/. The words of *Ghahu* are one of the names of the name that acts like the letter Istisna, which is read in many numbers. As for the word "خَيْرِ," it means "*bagus*."

Judging from the nature of the sound, the letter /خ/ is a type of non-vibrating sound (consonant sound), that is, the resulting sound does not vibrate both vocal cords and is also included in the thick sound (amplification), while the letter /غ/ is a type of voice. Vibrating sound (vocal). In addition, these two letters are a type of hissing sound (mellow sound).

d) Students' errors in pronunciation of the letters (خ) and (ه)

Students' errors in highlighting the letters (خ) ب (ه). An example of this is when students read the sentence وَيَعْلُو الْقُبَّةَ حِلالٌ يَبْلُغُ قُطْرُهُ ٣ أَمْتَارٍ وَيَنْتَهِيْ بِنَجْمَةِ هُمَاسِيَّةِ. The student's mistake lies in the word "هُمَاسِيَّةِ" that should be read. He uses the letter (خ)and not the letter (ه).

The pronunciation of these two letters is actually almost the same. If we look at it in terms of the exits of the letters, the letter (خ)comes out of the upper throat, while the letter (ه) comes from the lower throat.

Judging from the characteristics of the sound, these two letters are two types of vibrating sounds (consonant syllables), as each sound produced by the two vocal cords does not vibrate. In addition, these two letters are also included in the hissing sounds (mellow sound). However, the letter (خ)is a type of vocal sound while the letter (ه) is a type of vocal sound.

e) The student's mistake in pronouncing the letters (ح) and (خ)

Students mispronounce the letters (ح) as(خ)An example of this is when students read the sentence "وَجُسُورٌ أُخْرَى تَمُرُّ عَلَيْهَا السَّيَّارَاتُ." The student's mistake lies in the word "أُخْرَى," which should be read "other," meaning the use of the letter (خ)that is not part of the letter (ح)

These two letters are almost identical in their pronunciation. The letter (ح) comes out of the middle throat, while the letter (خ)comes out of the upper throat. Judging by the type, the letter (ح) is a type of pharynx, which is a sound produced between the root of the tongue and the back wall of the throat cavity. While the letter (خ) is a type of dorsal volar, which is a sound produced between the middle tongue and the soft palate.

Judging from the characteristics of the sound, these two letters are two types of vibrating sounds (consonant syllables), as each sound produced by the two vocal cords does not vibrate. In addition, these two letters are also included in the hissing sounds. However, the letter (خ) is a type of thick sound while the letter (ح) is a type of thin sound.

B. Errors in the tongue group

a) Students' errors in pronunciation of the letters (ق) and (ك)

Students' mistakes in quoting the letters (ق) with (ك). An example of this is when students read the sentence, "بَلْ قَانَ المَسْجِدُ مَقَرًّا لِلدَعْوَةِ الإِسْلامِيَّةِ وَخَاصَّةِ التَّعْلِيمِ." The mistake that students make is in the word *kan* which should be pronounced *kan*, using the sound /ك/ instead of /ق/ so that it can cause confusion in the meaning, i.e. *kan* is the past tense verb which means "to be" and وَقَانَ which means "*meratakan*". Another example is in a sentence مِثْلُ الطِّبِ وَالرِّيَاضِيَّاتِ وَالطَّبِيعَةِ وَالفَلَقِ. The error lies in the word الفَلَقِ, which means "*waktu subuh*," which should be pronounced الفَلَكِ "Tata Surya." Then pronounce the sound / ك/ that should be pronounced is the sound /ق/ in the sentence وتَعْلُو المَسْجِدَ كُبَّةٌ. The student's mistake lies in the word كُبَّةٌ, meaning "*Kelompok kuda*" which should be pronounced قُبَّةٌ.

The pronunciation of the letters is almost the same, so it can cause errors in pronunciation. In terms of the output of letters, the two letters come from the same group, i.e. tongue or tongue. The letter (ق) sound is a letter that emerges from the base of the tongue near the esophagus, which is pressed against the inner roof of the mouth. While the letter (ك) is a letter that looks like the letter (ق)but the base of the tongue is lowered.

The vocal sound is (ق)a type of dorsal uvula where the sound is produced between the back of the tongue/base of the tongue and the palate of the throat. While the letter (ك)belongs to the dorsal-velvet type, the sound produced between the middle of the tongue and the soft palate or the sound produced between the back of the tongue/base of the tongue and the soft palate (Irawati, 2013).

In addition, judging from the characteristics of sound, these two letters are included in the unvibrated sound (consonant sound), since every sound produced by the two vocal cords does not vibrate. These two letters also include the explosive type of sound (*Shaddah* sound) and include vocal sounds.

The phoneme (ق)is the same as the phoneme (Q) in Indonesian, and the phoneme (ك) is the same as the phoneme (K) in Indonesian. This can make it easier for students to pronounce the Hajj letters correctly and correctly.

a) Students' errors in pronunciation of the letters (د) and (ض)

Students' errors in quoting the letters (د) ب (ض). An example of this is when students read the sentence " وَفِي جَاكَرْنَا نَسْتَطِيعُ أَنْشَاهِدَ بَعْدَ الْمَرَافِقِ الْعَامَّةِ ." The student's mistake lies in pronouncing the word "after" which should have been pronounced بَعْدَ . Students should pronounce the letter /ض/ instead of the letter /د /. In this case, the consonant is the difference between one word and another the word بَعْدَ the meaning "*setelah*" in the word ofبعض the meaning "*setelah*"

The pronunciation of the two letters is almost the same, so students often make mistakes in these letters. In terms of the letter *Mukhurijul*, the letter (د) emerges from the tip of the tongue where it meets the upper teeth. While the letter (ض)emerges from both sides of the tongue or one of them meets the molars. They both come from the same group of letters, namely the tongue. The phonemes (د) and (ض)are types of *apiko alveolar*, a sound produced by the tip of the tongue with the curve of the gingival stalk, the gingiva.

Judging by the type of sound, these two sounds are included in the type of vibrating sounds (voice), where the sound resulting from the vibration of the two vocal cords. In addition, these two letters are included in the severe sound. However, in contrast, the sound of the letter (د) is a thin sound (*kharq*) while the sound of the letter (ض) is a kind of thick sound (consonant).

b) The student's error in pronouncing the letters (د) and (ظ)

Students made errors in reciting the letters (د), ب, and (ظ). For example, when reading the sentence "نَنْزُرُ فِي الْمِنْظَارِ أَشْيَاءً كَثِيرَةً", a common mistake occurred in the word "نَنْزُرُ", where the student incorrectly pronounced the letter ظ instead of د. This error alters the pronunciation and meaning, as the correct word "نَنْزُرُ"—with the letter ظ—is a present tense verb meaning *"we look"* or *"we observe"* (*kita melihat* in Indonesian). Mispronouncing it as د changes the word and its intended meaning.

The two letters, if pronounced, are almost the same, so students are prone to making mistakes. Judging from the letters, the two letters come from the same group. The letter (د) comes out from the tip of the tongue where it meets the upper teeth, while the letter (ظ) comes from the tip of the tongue, which comes out slightly to meet the tip of the upper front teeth.

As we explained previously, the letter (د) belongs to the alveolar type, while the letter (ظ) is a type of apiko-dental, which is the sound produced between the tip of the tongue and the upper teeth.

In addition, based on the nature of the sound, these two letters are included in the type of voiceless vocals, which is a sound produced by the vibration of the vocal cords. In addition, the letter (د) is a type of hard sound and is also included in the type of soft sound (*raq*). While the sound of the letter (ظ) is included in the soft sound type and belongs to the thick sound type (amplification).

2. Phonological errors

Kredilexana As mentioned in (Irawati, 2013), vocals (consonants or consonants) are linguistic sounds resulting from the vibration of the vocal cords, and a sign of the narrowing of the supraglottic vocal cord tract.

A) Errors in omitting vocals

This mistake is the student's mistake that he makes by removing the vocals in a word. An example of this is when students pronounce the word "المَسْجِدْ" in the sentences "دَوْرُ المَسْجِدِ." In this example, the students must pronounce المَسْجِدِ, pronounce the vocal /i/ in the consonant /د/, but the student omits the vocal /i/, or we can say that the student matches the last vocal in the word. In addition, the vocal /i/ is also included in the high vocal type. The example sentence above is the order of addition sentences, so the correct pronunciation of vocals without reducing them is important for learners.

B) Phonetic substitution errors

In vocal substitution errors, an example of this is the pronunciation of "نُشَاهِدُ" in the sentence "نَسْتَطِيعُ أَنْ نُشَاهِدُ بَعْضَ الْمَرَافِقِ العَامَّةِ." The student's mistake is to change the final vocal /a/ إلى /u/ which should be pronounced as we see, and then this is also included in the grammatical error. The vocal /a/ is classified as a low vocal. In this example, the word "نُشَاهِدَ," which is a verb or verb word, is preceded by "Amil Nasab" in the form of the letter "أَنْ." So that the students have to read it grammatically.

3. He missed the noose

Diphthongs or double vocals occur in the area of tongue position when producing this sound at the beginning and the end are not the same. A double phoneme is a sound made up of two sounds and contained in one word (Irawati, 2013). The other letters are the letters waw and *yā* after the letter *fatha* or the vocal /a/. Some linguists consider the other letters to be assimilation elements (Mu'izzuddin, 2003). The assimilation errors that the researcher found from the students' reading test of Arabic texts were changing the assimilation element to a long vocal, changing the long vocal to an assimilation element, and deleting the assimilation element.

Changing the assimilation element into a long vocal, for example in the نُشَاهِدُ أَنْوَاعَ الوَسَائِلِ الَّتِي تَقُوْمُ بِتَوْفِيْرِهَا, the students change the vocals /a/ يصبح /u/ in the consonant /ت/ which should be pronounced تَوْفِيْرُهَا the element to a long vocal. Similar to this, the reading errors made by students in the sentence دُوْرُ الْمَسْجِدِ should be pronounced دَوْرُ

Moreover, changing the long vocal to the *khanaq* includes the example of the المُرَوْرَ in which the المُرُوْرَ must be read from the sentence وهي تُنظِّمُ المُرَوْر, where students change the long vocal /u/ to a vocal that is opened in the consonant /ر/ in order to create an assimilation element in the form wow.

The items in the word are also removed by the students. For example, وفي غَيْرِهِ مِنَ الْمَسَاجِدِ فِي الْأَنْدَلْسِ مَجَّانًا. In the word "غَيْرِهِ" the students read "غَرِهِ." In this case, students remove the diphthong element after the consonant /غ/ which is *fathah*.

4. Double consonant errors

Parentheses (stress) are always expressed by repeating the consonant in question. The double consonant errors that the researcher found in the Arabic text reading test by the students were adding stress and deleting stress.

The addition of stress made by the students is, for example, in the sentence " شَاهِدُ فِي بِلاَدِنَا كَثِيرًا مِنَ الْمَسَاجِدِبُنِيَتْ عَلَى أَحْسَنِ النِّظَّمِ." In the word "النِّظَّمِ," which should be read "*nazm*," such that the word has a *tasdid* addition to the consonant /ظ/.

As for the reduction of stress, for example, in the sentence لِلدَّعْوَةِ الإِسْلاَمِيَّةِ وَخَاصَّةِthe word خَاصَّةِ, students tend to pronounce خَاصَةِ, so that there is no stress, which indicates the deletion of the *tasdid* or the double consonant, which is in the form of the consonant /sa/.

5. Dress error (ال)

The presence of clothing from a communicative perspective may not be very influential, but if viewed from a theoretical or grammatical point of view, it will affect students' knowledge of grammar. *Sandang* or dating in Arabic contains the meaning of privacy. Or the name in which this outfit contains a special name with a limited meaning, or a name whose meaning describes a specific type of thing. If there are definitions that fulfill one of the letters ث، د، ذ، ر، ز، س، ش، ص، ض، ط، ظ، ن then the reading law is a solar assimilation. This is a process of assimilation where there is interaction between adjacent sounds.

Students make this clothing mistake by throwing away clothes themselves. For example, the view is a view in the sentence "We look at the view of many things." The mosque is a mosque in the sentence. They knew that a mosque is a place of worship.

Factors causing phonological errors in reading skills in public high school 2 Jember

There are many factors that cause these errors, including linguistic factors and non-linguistic factors.

1. Linguistic factors

Each language has its own characteristics, and the Arabic language also has different characteristics from Indonesian. This makes it difficult for students to pronounce words in Arabic correctly, correctly or fluently.

In grammar, there are several issues of concern to non-Arab learners, one of which is that Arabic phonetics have no equivalent in Indonesian, Malaysian and Brunei, For example, such as the letters غ، ع، ظ، ط، ص، ض، ذ، خ، ه، ث . For beginner learners, learning these letters is not easy, so it takes time and a lot of practice.

In addition, the Arabic language contains letters in terms of letter shape that are almost the same from one letter to another, so for students who are still new to the Arabic language, it is difficult to distinguish them in this reading skill.

2. Non-linguistic factors

Internal factors

a. Lack of interest, enthusiasm and motivation of students in learning the Arabic language for.
b. Lack of students practicing reading or memorizing Arabic readings
c. Low student confidence

External factors

a. Physiological factors
   Fatigue is one of the physical factors that can affect students' condition in activity, including reading.
b. Intellectual factors
   Intellectual Factors Class XI student of MAN 2 Jember has different educational backgrounds which makes it difficult for them to read Arabic texts. Also, having this educational background makes the students' knowledge of the Arabic language very heterogeneous. Some students are already able to read Arabic letters, others do not know Arabic letters at all.
c. Environmental factors

In this school there is no language laboratory to support the language learning process, with a language laboratory, students will be more motivated to participate in the teaching and learning process because they find new things.

In addition to school facilities, time allocation also affects students' ability to speak Arabic. Students receive only 2 hours of lessons (2 x 45 minutes) per week for Arabic subjects.

Evaluation of errors to correct phonological errors in Senior High School 2 Jember

After going through the process of analyzing errors, finding the errors that occur, and searching for the causes of the errors, the researcher will formulate solutions to improve the learning process.

Firstly, for the students of the 11th class of Senior High School 2 Jember, they should enhance the enthusiasm in learning the Arabic language. In addition, students can also improve their reading skills by increasing reading practice by paying attention to reading carefully and carefully, not in a hurry when reading to reduce errors in reading Arabic texts.

Secondly, for Arabic language teachers, they must be able to motivate students to learn and design fun learning, and teachers can also guide and evaluate students' understanding when students make mistakes in learning.

Third, schools should be able to provide language laboratories to add new experiences for students and make learning more saturated. To improve students' ability to learn the Arabic language, schools can provide extracurricular laboratories related to the Arabic language. Cover

Discussion

This study examines phonological errors in reading Arabic texts among grade XI students at MAN 2 Jember. The results show that the most common phonological error made by students is the mispronunciation of single consonants, which accounts for 52.73%. Additionally, the study reveals that the factors contributing to these phonological errors are linguistic and non-linguistic factors.

Linguistic Factors: The linguistic factor contributing to phonological errors is the difference between Arabic and Indonesian languages. Arabic has unique characteristics, such as letters that do not exist in Indonesian, making it difficult for students to pronounce Arabic words (Rosikh et al., 2023; Smirnov, 2023).

Non-Linguistic Factors: The non-linguistic factors contributing to phonological errors are students' lack of interest and motivation in learning Arabic, inadequate practice in read-ing and memorizing Arabic texts, and students' low self-confidence.

This study identified that the most frequent phonological error among Grade XI students at SMA 2 Jember was the mispronunciation of single consonants, which accounted for 52.73% of the total errors. These errors were caused by both linguistic and non-linguistic factors. Linguistic factors included the phonemic differences between Arabic and Indonesian, such as the presence of Arabic letters that do not exist in Indonesian. Non-linguistic factors involved students' lack of interest and motivation in learning Arabic, insufficient practice in reading and memorizing Arabic texts, and low levels of self-confidence (Pamungkas et al., 2024; Suhardi & Abdillah, 2024).

The phonological errors can be explained through the theory of language interference, where the phonological system of the first language (L1) influences the acquisition of a second language (L2). In this context, Indonesian students tend to substitute unfamiliar Arabic

phonemes with more familiar ones from their native language. For example, letters like ' ,'ع ض", and 'خ' are often replaced with letters that have similar articulations in Indonesian. Additionally, a lack of understanding of the articulation points (*makhārij al-ḥurūf*) and the characteristics of Arabic letters contributes to these errors (Gugliotta & Dinarelli, 2020; Sekarsari et al., 2024). These findings highlight that phonological differences between Arabic and Indonesian pose a significant challenge in Arabic language acquisition.

Phonological errors not only affect the technical aspect of reading but also impact comprehension of Arabic texts. Incorrect pronunciation can lead to misinterpretation of word or sentence meanings, which in turn hinders overall text comprehension. Furthermore, these persistent errors can reduce students' confidence in speaking Arabic, limiting their active participation in class (Jauharoh et al., 2021; Utari et al., 2024). This lack of confidence may further decrease students' motivation to learn, creating a negative cycle that hampers their progress in mastering the language.

These findings align with previous studies that also reported common phonological errors among non-native Arabic learners. For instance, a study by Pamungkas et al. (2023) at SD Tunas Harapan Ar-Raudhah found that students struggled with pronouncing letters such as 'ق' ,'ض', and 'ع'. Similarly, research by Hidayati (2023) at SD Muhammadiyah Penggung Yogyakarta identified errors in the pronunciation of consonants and vowels. However, a key difference lies in the educational context, as this current study focuses on senior high school students, whereas the previous studies primarily involved elementary-level learners.

To address these phonological errors, several strategic measures are recommended:1) Increase students' motivation and interest through interactive and contextual learning approaches. 2) Provide more practice in reading and memorizing Arabic texts with appropriate guidance. 3) Build students' confidence by offering positive feedback and encouragement. 4) Arabic language teachers should design engaging learning activities tailored to students' needs. 5) Schools should equip language laboratories with audiovisual tools to support the correct pronunciation of Arabic sounds (Dewi & Tlonaen, 2017; Kudus, 2025; McFayden et al., 2023; Suhardi & Abdillah, 2024). Implementing these recommendations is expected to enhance students' phonological skills and improve their reading accuracy in Arabic.

Conclusion

Based on the research presented by the researcher in the previous chapters, it can be concluded that the types of phonological errors in the Arabic text reading skills of eleventh grade students at the Senior High School 2 Jember, there are 13 phonological errors. Firstly, consonant errors which include, (1) throat group (throat) errors (2) errors of the tongue group (Al-Lisan) Secondly, which are phonological errors. a).Phonological omission error, b). Phonological substitution error, and c). Phonological-short-long error. The third is an assimilation error, and the fourth is an error in clothing (ال).

The factors causing linguistic errors in the reading skills of Arabic texts for students in the eleventh grade at the Senior High School 2, Jamber, are linguistic and non-linguistic factors. Linguistic factors include the difference in characteristics of Arabic and Indonesian. The phonemes in the Arabic language have no equivalent in the Indonesian language so that students or novice learners find it difficult to pronounce these phonemes, In addition, the letters are almost similar to each other in the Arabic language in terms of shape, and the presence of

different long and short vocals represents an obstacle for students because they are not accustomed to them.

While non-linguistic factors, there are internal factors and external factors. Internal factors include students' lack of interest, enthusiasm and motivation in learning Arabic, students' lack of practicing or reading Arabic, and students' low confidence. While external factors include (أ) physiological factors such as fatigue. Lack of development of proficient symbols in students' numbers and words, (ب) Intellectual factors Such as the educational background of students; Capabilities of teachers, media and methods used in teaching; (ج) environmental factors such as facilities and time allocation; Lack of maximum activities that train and assist in the Arabic language; Background and experience of students at home.

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