

Error Analysis in Arabic Writing Among Grade 7B Students: A Case Study of Chapter 2 'Facilities at School'

Diva Dhiya Ulhaq¹, Mochamad Arif Tasrikin Imron²

UIN Kiai Haji Achmad Siddiq Jember, Universitas Islam KH Ruhiat Cipasung
ddudivadhiyaul@gmail.com, ariftasrikinimron87@gmail.com

Abstract:

Humans communicate with other humans to convey thoughts and opinions about a matter or problem, in this interaction, humans need language which is used as a bridge to communicate. Humans communicate using oral or written. For this communication, a skill is needed. In Arabic, writing skills are one of the four language skills. In Arabic, writing skill is *Maharah Kitabah*. Language errors committed by students who are learning a foreign language are a linguistic phenomenon that has long been a concern of linguists. This study aims to analyze the various types of writing errors that appear in Arabic writing, as well as the factors that influence these errors. The method used is descriptive qualitative analysis, by collecting data from Arabic writing written by students. The results of this research on Arabic Writing errors committed by students of class 7B at Madrasah Tsanawiyah Negeri 9 Jember. Qualified into four kinds of errors committed by students of grade 7B in Madrasah Tsanawiyah Negeri 9 Jember. First, errors in the form of letter swapping. Second, errors in the form of connecting and separating letters in various positions in the word. Third, Errors in the form of Addition of Letters. And Fourth, Errors in the form of Subtraction of Letters. One way to correct and improve writing skills is by using the *Imla'* method.

Keywords: *Error Analysis, Arabic Writing, Facilities at School*

Introduction

Humans inherently rely on interacting with one another because social connections are an essential part of being human. In their communication interactions, they need language as a bridge in communication. Language functions as a medium to convey messages. By using language, humans can convey good messages, in the form of writing and gestures.¹ The definition of language is a communication tool that humans use to convey what they think and feel. However, in essence, from a philosophical point of view, it is not the definition of language, but the function of language itself.² If you read linguistic books from various experts, you will find various definitions of language. These definitions will produce a number of characteristics that are the nature of language.

¹ Anyes Lathifatul Insaniyah, 2022, "Analisis Kesalahan Menulis Bahasa Arab Dalam Pembelajaran *Imla'*", 48

² Yolanda Selviana, 2021, "Analisis Kesalahan Berbahasa Arab Studi Atas Kesalahan Penulisan *Insha'* di MTsN XII Madiun". 68

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The characteristics that are the nature of language include: language is a symbol system, in the form of sound, arbitrary, productive, dynamic, diverse and humane.³

In addition to the Indonesian language, learning a foreign language is very important in facing this era. Because the existence of the use of foreign languages occurs in every country in various activities. One of them is Arabic. In Indonesia itself, Arabic language subjects have been taught from an early age in all Islamic Education Institutions in Indonesia. Not only taught in Islamic Boarding Schools, in the curriculum prepared by the government (Ministry of Religion), Arabic is designated as a subject that must be followed by students. From *ibtidaiyah*, *tsanawiyah*, and *Aliyah* levels. Likewise, in Islamic universities, Arabic is the main course that must be taken by all students from all faculties and departments. This policy is of course very appropriate because as an educational institution characterized by Islamic religion, Arabic must absolutely be mastered, or at least understood by its students.⁴

Basically, language learning is about improving students' ability to use the language, both orally and in writing. Arabic is an international language, with 274 million people recorded as users according to Ethnologue in 2021. Abdel Aleem stated that Arabic is the language of the Arab nation, and it is learned by various groups, especially in schools under the Ministry of Religious Affairs of the Republic of Indonesia.⁵ The Arabic Language has special features compared to other languages, given its high literary value for those who study it. Additionally, the Arabic language is also the language of the Qur'an the source of Islamic religious teachings. The two primary sources for Islamic religious teachings use this language. For Muslims, it is their duty to learn the fundamental sources of Islam.⁶

Arabic language learning aims to provide basic skills to students in various communication situations. These basic abilities according to the Learning Outcomes formulated by the Ministry of Education and Culture include listening skills (*mahārah al-istimā`*), speaking (*mahārah al-kalām*), reading (*mahārah al-qirā'ah*) and writing (*mahārah al-kitābah*). The implementation of the four skills is one of the main objectives that need to be considered in learning Arabic.⁷

³ Tepu Sitepu, 2017, "Bahasa Indonesia Sebagai Media Primerkomunikasi Pembelajaran", 68

⁴ Subhan Mughni, 2005, "Analisis Kesalahan Menulis Bahasa Arab Di Kalangan Mahasiswa Program Studi Pendidikan Bahasa Arab", 477

⁵ Bambang Irawan, (2023), "Developing Arabic Teaching Materials Based on Local Culture to Enhance Reading Skills and Its Implications on Self-Relugated Learning", *International Journal of Islamic Education (IJIE)* 2(2), 57, <https://doi.org/10.35719/ijie.v2i2.1895>

⁶ Triadi Wicaksono, Nisa Fitriani, (2023), "Implementing The Arabic Language Curriculum for The Purpose of Studying *Fiqh* and *Hadith* The language Preparation Departement at Iman Shafi'I University, Jember, *International Journal of Islamic Education (IJIE)* 2(2), 74, <https://doi.org/10.35719/ijie.v2i2.1904>

⁷ Nabila Salma Putri, (2024), "Studi Kasus tentang Kesalahan Kitabah 'Arabiyah Ibtidaiyah Siswa Di Sekolah Umum", 614

Writing skills (*maharah kitabah*) is one of the four language skills. According to Rathomi, Mahārah kitābah is one of the challenging skills in Arabic language learning. The main factor that becomes a challenge is the way of writing Arabic which is different from Indonesian. The striking difference is in the direction of writing. In addition, the very different shape of the letters is also a challenge in learning Arabic. These factors become a challenge for students who are just starting to learn Arabic, including public school students, because they have to change their writing habits⁸.

The word kitabah comes from Arabic which is a form of kataba, yaktubu, kitaabatan. This word has the formula *fa'ala-yaf'ulu, fa'lan*. *Kitabah* means writing, this word also means compiling, collecting and registering. Writing involves two important aspects, namely the ability to form letters and master spelling, and the ability to write sentences and use punctuation to express thoughts and feelings.⁹ Writing skill, is a difficult skill in Arabic language learning. Sometimes students can speak easily but find it difficult to write. This is experienced by both children and adults, because they are not used to writing Arabic.

In the process of learning Arabic language certainly can not be separated from various difficulties. Starting from linguistic or non-linguistic issues, the same is experienced by class 7B students at MTsN 9 Jember in Arabic language subjects. These writing errors occur in various forms and are based on various factors. This is based on observations made by researchers while carrying out Arabic language learning in class 7B MTsN 9 Jember. It is hoped that this mini-research in the future can be useful for researchers in particular and readers in general.

Various studies have been conducted to explore writing errors in Arabic. For example, research by Anisatu Thoyyibah (2019) found that the form of student errors in writing Arabic is the addition and subtraction of vowels and consonants, the reduction of consonant punctuation marks and there are changes in letters caused in terms of sociolinguistics and psycholinguistics.¹⁰ A similar study by Muti Husnul Khotimah, et al (2023) found that students' writing errors in writing Arabic but specialized in the writing rules of the letters Sin, Dho, and Nun. There are still many students who have not been able to write these Arabic letters according to the correct rules.¹¹ Similarly, research by Arief Bahtiar Rifa'i (2020) identifies and classifies Arabic writing errors in student

⁸ Nabila Salma Putri, 2024, "Studi Kasus tentang Kesalahan Kitabah 'Arabiyah Ibtidaiyah Siswa Di Sekolah Umum"

⁹ Rahmi Aisyah, 2023, "Kemampuan Menulis Bahasa Arab Dengan Metode Imla' Siswa Madrasah Tsanawiyah Al Mu'awanah"

¹⁰ Anisatu Thoyyibah, (2019), "Analisis Kesalahan Ortografi Bahasa Arab Mahasiswa Pendidikan Bahasa Arab Universitas Muhammadiyah Malang", *Arabiyatuna Jurnal Bahasa Arab* 3(2), 318, <https://scholar.archive.org/work/hozrjxytzfbcjmcexdmmygatym/access/wayback/http://journal.iaincurup.ac.id/index.php/ARABIYATUNA/article/download/1017/pdf>

¹¹ Muti Husnul Khotimah, Sukma Indriati, Nurul Huda Hasibuan, Sahkholid Nasution, dan Aqila, "Analisis Kesalahan Kaidah Penulisan Huruf Sin, Dho, dan Nun Dalam Maharah Kitabah Mahasiswa Pendidikan Bahasa Arab",

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theses based on the *adad ma'dud* and *mudzakkar-muannas* categories. This is due to linguistic factors and social linguistic factors so that students must focus on the rules and application of grammar in *nahwu* and *shorof*.¹²

In contrast to the research above which uses student subjects, research by Umi Nur Kumala (2024) found that there are many forms of errors made by students in writing Arabic. Like not according to the rules in writing it. Such as errors in writing *hamzah* and *ha*, *zab qotho'*, addition, subtraction and change of letters as well as errors in writing *ta'*. It is said that the factors that cause are students' ignorance of the correct form of writing and lack of habit in writing Arabic and lack of ability in the field of *nahwu shorof*.¹³ The next research is research on one of the methods that can be used to reduce errors in Arabic writing. This research was conducted on MTsN students by Isma Annisa Nur Ardhillah et al (2024) found that students' Arabic writing skills can be improved by using the *imla'* method.¹⁴

Methods

The method used in this research is descriptive qualitative, which aims to explain about a thing or describe a thing about a phenomenon related to a certain event. The subjects of this research are 7B grade students at MTsN 9 Jember. This research was conducted during the implementation of the Educational Field Introduction (PLP) program in September 2024.

The approach taken in this research is a qualitative descriptive approach. Because 1) the researcher is the subject who acts as the main instrument, and because in addition to being a data collector and also data analysis, the researcher is also directly involved in the field study research process, 2) has the ability in the setting (natural setting), 3) the results of this study are narrative, because the data obtained will be collected not in the form of numbers, but in the form of narrative sentences, 4) prioritizes the process as well as maximum results.

The initial stage of this research was field observation, namely conducting an assessment of field conditions. After making observations, the researcher conducted a test to class 7B students

INNOVATIVE: Journal Of Social Science Research 3(6), <https://j-innovative.org/index.php/Innovative/article/view/7124>

¹²Arief Bahtiar Rifai, (2020), "Analisis Kesalahan Berbahasa Arab (Studi Kasus Skripsi Mahasiswa Pendidikan Bahasa Arab Universitas Muhammadiyah Yogyakarta)", https://digilib.uin-suka.ac.id/eprint/44512/2/1620411030_BAB-I_IV-atau-V_DAFTAR-PUSTAKA.pdf

¹³ Umi Yurika Nur Kumala, (2021), "Analisis Kesalahan Menulis Bahasa Arab Dalam Pembelajaran Imla' Siswi Kelas 1-E Ulya Madrasah Diniyah Al-Amiriyah tahun Ajaran 2020/2021", <http://repository.library-iaida.ac.id/246/1/Umi%20Yurika%20Skripsi%20Indo%20Word.pdf>

¹⁴ Isma Annisa Nur Ardhillah, (2024) "Efektifitas Penerapan Kaidah Imla' Dasar Dalam Memperbaiki Kemampuan Menulis Bahasa Arab Siswa Kelas 7 MTsN 1 Kota Malang," *TASHDIQ Jurnal Kajian Agama dan Dakwah* 7(1), <https://doi.org/10.4236/tashdiq.v7i1.5590>

to work on the questions that had been provided. Furthermore, researchers conducted a document study in the form of Arabic writing from 7B grade students at MTsN 9 Jember. Data regarding observations, tests and documentation studies were then collected to categorize the data needed. Then the researcher displays the data and then concludes the results.

Results and Discussion

Researchers conducted learning in class 7B in chapter 2 of the material “Facilities at School”. In this study, researchers took data, namely the results of Arabic writing of grade 7B students at MTsN 9 Jember using the Team Games Tournament (TGT) Strategy. Where during the implementation of students writing Arabic while playing, so that students are more relaxed and happy in doing not feel like an exam. In this lesson, previously the researcher had explained the entire material “Facilities at School”. Starting from Mufrodat material, Isim Isyaroh, Dzaraf and Mubtada' and Khobar. So to review the material that has been taught, researchers use this strategy.

The Team Games Tournament (TGT) learning strategy was developed by David DeVries and Keith Edwards. This strategy is the first learning model from Johns Hopkins. The application of the TGT Strategy in Arabic language learning in class 7B on the material “Facilities at School” is as follows:

a. Class Presentation

The teacher starts by presenting the material by reviewing the learning material that has been taught before. Such as Mufrodat material, Isim Isyaroh, Dzaraf and Mubtada' and Khobar.

b. Group Learning (Team)

After presenting the material. The teacher makes groups by dividing students into 4 groups of 6-7 students in each group. By forming groups, students can motivate and help their group members who have difficulty in understanding and work together to make their group the best group in the game.

c. Game

The game is designed by the teacher by providing questions to test the students' level of understanding of the material. The questions were posted on the board. Each group was given 7 questions from the material that had been taught.

d. Tournament

The match is conducted by students sequentially answering the questions on the board with their group mates. The match will be completed when all groups have finished answering the questions on the board. Assessment is done by the fastest working and the most correct answers to the questions.

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From the results of the TGT Learning Strategy carried out, researchers found Arabic writing errors by class 7B students on the material "Facilities at School", including:

1. Letter swap error

- a. In the word **فَصْلٌ** the letter **ص** is confused with the letter **س**.
- b. In the word **نَظِيفٌ** the letter **ظ** is confused with the letter **د**.
- c. In the word **قَاعَةٌ** the letter **ق** is confused with the letter **ك**

2. Errors in connecting and separating letters at various positions in the word, viz: in the word **كَبِيرٌ** the letter **ك** does not connect to the letter **ب**.

3. Letter Addition Error

- a. In the word **نَظِيفٌ** there is the addition of the letter **ن** at the end of the word
- b. In the word **مُقَصَّفٌ** there is the addition of the letter **ن** at the end of the word

4. Letter Subtraction Error

- a. In the word **مِرْحَاضٌ** there is a subtraction of the letter **ا**
- b. In the word **نَظِيفٌ** there is a subtraction of the letter **ي**

There are many factors that cause errors in Arabic writing in class 7B, among others:

1. Lack of interest in learning Arabic. So they tend not to pay attention when learning takes place
2. Lack of writing practice, most students in class 7B, come from public elementary schools that tend not to have Arabic lessons.
3. Lack of knowledge about the form of writing in Arabic

One way to improve the writing skills of students in class 7B is by using the *imla'* method. One of the kitabah lessons is *imla'*. *Imla'* learning is learning to recognize *hamzah*. Starting from *hamzah qotbo'* and *washol*, it is all the beginning of learning *maharah kitabah*. *Imla'* is one of the special skills materials given to equip students or learners so that they are able to write Arabic properly and correctly. *Qoma'idul Imla'* is presented separately after the presentation of *khat'araby* material, the aim is not only to be able to write well but also correctly¹⁵.

¹⁵ Imam Asrofi, 2021, "Efektivitas Metode Imla' Terhadap Peningkatan Kemampuan Siswa Dalam Menulis Bahasa Arab, 114- 115

Conclusion

The analysis reveals that Grade 7B students at MTsN 9 Jember exhibit four primary types of errors in their Arabic writing. The first type involves letter swapping, where students interchange letters improperly. The second type is related to errors in connecting and separating letters in different word positions, disrupting the correct flow of the script. The third type consists of letter addition errors, where unnecessary letters are inserted into words. Finally, the fourth type is letter subtraction errors, where essential letters are omitted.

Several factors contribute to these errors in Arabic writing. The first is a lack of interest in the Arabic language, which results in students paying insufficient attention during lessons. The second is the absence of consistent practice, particularly in Arabic writing. The third is limited knowledge of the proper forms and rules of Arabic script, hindering accurate written expression. These factors collectively impede students' progress in mastering Arabic writing.

To address these challenges and enhance students' writing skills, the implementation of the *Imla'* Method offers a promising solution. This method emphasizes structured dictation practices, allowing students to internalize correct writing patterns through repetition and reinforcement. By applying this approach, educators can foster better writing habits and gradually overcome the common errors identified in students' Arabic script.

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