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ANALYSIS OF ARABIC SPEAKING ERRORS IN PBA STUDENT PRESENTATION ACTIVITIES OF UIN SYAHADA PADANGSIDIMPUAN

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Abstract

Speaking skills (kalam) are an essential productive competence in Arabic language learning. This study aims to describe and analyze in-depth the oral Arabic language errors made by students of the Arabic Language Education (PBA) Study Program at UIN Syahada Padangsidimpuan during paper presentation activities. The main focus of the analysis is on linguistic errors covering phonological, morphological, syntactic, and translation aspects, with an emphasis on identifying mother tongue interference (Indonesian and local dialects) as one of the primary causal factors. This research employed a qualitative descriptive method. Data were collected through observation and note-taking techniques during students' oral presentations, which were then analyzed through the steps of error identification, classification, and explanation. The results indicate that phonological errors are dominant in the pronunciation of letters whose makhraj have no equivalent in the Indonesian language. Morphological errors were found in the use of tashrif (conjugation), plural forms, and gender markers. Syntactic errors included inaccuracies in i'rab (case endings), na'at-man'ut (adjective-noun) structures, and idhafah (genitive construction). Translation errors occurred due to improper diction and the transfer of sentence structures from the mother tongue. These findings imply the need for more contextual teaching strategies focused on contrastive analysis to minimize mother tongue interference and improve students' Arabic language accuracy.

Keywords: *Error Analysis, Arabic Speaking, Academic Presentation, Mother Tongue Interference, Applied Linguistics*

Introduction

Arabic is a foreign language that is widely taught in various educational institutions in Indonesia, from elementary to university levels.[1] As the language of the Qur'an and the main source of Islamic teachings, mastery of Arabic is crucial.[2] The Regulation of the Minister of Religion of the Republic of Indonesia Number 2 of 2008 underlines the purpose of learning Arabic, among others, to develop oral and written communication skills which include four language skills: listening (istimā'), speaking (kalām), reading (qirā'ah), and writing (kitābah).[3] Fluency in Arabic is one of the main goals in learning Arabic.[4]

However, in practice, Arabic learners in Indonesia face significant challenges stemming from fundamental differences between the structure of Arabic and Indonesian.[5] These two languages come from different families: Arabic from the Semitic family and Indonesian from the Austronesian family.[6] This difference manifests itself in various linguistic levels.[7] At the phonological level, Arabic has emphatic and pharyngeal phonemes such as 'ain (ع), dhad (ض), and qaf (ق) which are not found in the inventory of Indonesian phonemes.[8] At the morphological level, Arabic uses a complex inflection system (*sharaf*) to mark gender, number, and persona, while Indonesian tends to be

[1]Mustolikh Khabibul Umam Et Al., "Arabic Language Learning At Institutions For Non-Islamic Education Study Programs," *Jurnal Asy-Syukriyyah* 25, No. 1 (January 2024): 1–17, Https://Doi.Org/10.36769/Asy.V25i1.424.ss

[2]Asep Rizal Khoerudin, "The Importance of Arabic in Quran Study: Enhancing Understanding Through Native Language Learning," *Tadris Al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 3, no. 1 (April 2024): 13–28, https://doi.org/10.15575/ta.v3i1.34496.

[3]Muflihah Muflihah, Sholehan Sholehan, and Muhammad Baihaqi, "Integration of Four Language Skills in Arabic Language Learning," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 16, no. 1 (June 2024): 69, https://doi.org/10.24042/albayan.v16i1.18381.

[4]BN Fadhil, "The Correlation between Listening Skill and Speaking Skill Student of Arabic Language Education Department," *Lisaanuna Talim Al-Lughah Al-Arabiyah: Jurnal Pendidikan Bahasa Arab* 5, no. 1 (2022): 30–42.

[5]Ghazy Muhyiyuddin Subarkah and Maman Lesmana, "Various Problems And Solutions In Translating Between Arabic And Indonesian," *Journal of Social Research* 3, no. 11 (October 2024), https://doi.org/10.55324/josr.v3i11.2303.

[6]Amira Nayla 'Izza, "Perbandingan Kata Bahasa Indonesia Dan Bahasa Arab (Tinjauan Struktur Dan Semantik)," *Jurnal Motivasi Pendidikan Dan Bahasa* 2, no. 1 (January 2024): 44–51, https://doi.org/10.59581/jmpb-widyakarya.v2i1.2605.

[7]Nur Padilah Nasution, "Nahwu Learning at Darul Ikhlas Islamic Boarding School Mandailing Natal," *Lisaanuna Talim Al-Lughah Al-Arabiyah: Jurnal Pendidikan Bahasa Arab* 5, no. 1 (2022): 70–83.

[8]Salis Hilda Yoviyani and Yeti Mulyati, "Menyibak Sistem Fonetik Bahasa Indonesia Dan Bahasa Arab Serta Implikasinya Dalam Pembelajaran BIPA," *Jurnal Onoma: Pendidikan, Bahasa, Dan Sastra* 9, no. 2 (September 2023): 1012–22, https://doi.org/10.30605/onoma.v9i2.2838.

agglutinative and analytical.[9] The most striking difference is also seen at the syntactic level, where Arabic has a case system (i'rab)[10] which is marked at the end of the word and the flexible sentence structure (Number of Fi'liyah P-S-O vs. Number of Ismiyah SP), in contrast to the relatively rigid structure of S-P-O-K in Indonesian.[11]

These systemic differences are often a source of difficulties and trigger language errors.[12] This phenomenon is known as mother tongue interference, in which the habits and rules of the first language (B1) are carried over into the use of the target language (B2).[13] This interference is not only a problem of negative transfer, but also a sign that the learner has not fully internalized the rules of the target language.[14]

In the Arabic Language Education Study Program (PBA) of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan, students are expected to have a qualified mastery of Arabic. Paper presentation activities in class are one of the main means to train speaking skills (maharatul kalam). However, initial observations show that there are still many linguistic deviations when students present material in Arabic. Therefore, this study urges to systematically analyze these errors, identify their patterns, and trace the causative factors, especially those related to mother tongue interference, as a basis for formulating effective remedial efforts.

Method

This study uses a qualitative descriptive method based on the philosophy of postpositivism, aiming to understand phenomena in depth in their natural context.[15] This approach was chosen because the focus of the research is to describe, classify, and explain spoken Arabic errors that occur naturally in student presentation activities.

[9]Edi Suyanto, "Contrasting between Arabic and Indonesian Conjugation / At-Taqaabuli Bayna at-Tasrif al-Arabiy Wa al-Indonesiy," *Al-Manar* 13, no. 1 (January 2022), https://doi.org/10.24014/aj.v13i1.7796.

[10]Fadhil, "The Correlation between Listening Skill and Speaking Skill Student of Arabic Language Education Department."

[11]Muhammad Solihin and Muhsinin Muhsinin, "Analisis Kontrastif Infleksi Dan Derivasi Dalam Bahasa Arab Dan Bahasa Indonesia (Kajian Morfologi Deskriptif)," *El-Tsaqafah : Jurnal Jurusan PBA* 22, no. 2 (January 2024): 193–208, https://doi.org/10.20414/tsaqafah.v22i2.9031.

[12]L. S. Dzhumanova and A. E. Daribaeva, "Interference Errors in Studies of Mastering a Second Foreign Language," *Тенденции Развития Науки И Образования* 91, no. 2 (2022): 73--78, https://doi.org/10.18411/trnio-11-2022-73.

[13]P. Saputra, *Tatwir Wasilah Ta'lim Fii Qismi At-Ta'lim Al-Lughah Al-Arabiyah Bi Isti'mal Airsite. Lisaanuna Talim Al-Lughah Al-Arabiyah: Jurnal Pendidikan Bahasa Arab, 5 (1), 123–137*, 2022.

[14]Ratu Alifah Nasyaa et al., "Interferensi Bahasa Ibu Terhadap Artikulasi Mahasiswa Pendidikan Bahasa Arab Di UIN Sumatera Utara Medan," *Gudang Jurnal Multidisiplin Ilmu* 2, no. 12 (2024): 732–42.

[15]Sugiyono, *Metode Penelitian Kualitatif* (Bandung: Alfabeta, n.d.).

The subject of the study is a student of the Arabic Language Education Study Program (PBA) Faculty of Tarbiyah and Teacher Training UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan who is taking a course that requires the presentation of papers in Arabic. The object of the research is the students' oral speech during the presentation that contains language errors. The errors were analyzed in four linguistic spheres: phonology, morphology, syntax, and translation, with particular attention to the influence of mother tongue interference.

The data collection technique used is observation and record (participatory observation). The researcher acts as a key instrument by directly observing the process of student presentation in the classroom. During observation, the researcher listened carefully to the students' speech and immediately recorded the words, phrases, or sentences that were identified as errors. Recording is carried out systematically, including the form of the error and the context of the sentence to facilitate further analysis.

This technique allows for the collection of authentic data that arises spontaneously in actual learning situations. The data analysis procedure is carried out inducively through several systematic stages, referring to the error analysis framework (Error Analysis) which is commonly used in applied linguistics: Error Identification, Speech data that has been recorded compared to the standard Arabic rules (fusha). Any deviation from the rules of phonology, morphology, and syntax is identified as an error. Classification of Errors, Errors that have been identified are grouped according to their linguistic categories, namely: (a) phonological errors (pronunciation of letters/phonemes), (b) morphological errors (changes in the form of words/tashrif), (c) syntactic errors (sentence structure/i'rab), and (d) translation errors (choice of word equivalents).

Explanation of the Error: This stage is the core of the analysis, where the researcher explains the possible causes of the error. The explanation is focused on two main sources, namely Interlingual Interference, Analyzing how the rules of the mother tongue (Indonesian or Mandailing/Batak regional language) affect students' Arabic production. For example, the substitution of Arabic phonemes with the closest phonemes in Indonesian. Intralingual Errors, Analyze errors caused by the complexity of the Arabic

language system itself, such as excessive generalization of a rule or imperfect understanding of grammatical rules.

Evaluation and Description of Results, The results of the analysis of each category of errors are described in detail by presenting concrete examples, incorrect forms, correct forms, and explanations of the causes. From this description, conclusions are drawn about the most dominant error patterns.

Result and Discussion

1. Arabic Speaking Mistakes in PBA Student Presentation Activities UIN Syahada Padangsidimpuan

Speaking skills (maharatul kalam) are the productive and expressive ability to express ideas and feelings verbally.[16] In the context of second language learning, this process is often marked by mistakes and errors.[17] Mistakes are incidental and can be corrected by the speaker themselves, while mistakes are systematic because the speaker has not mastered the rules of the target language. The analysis in this study focuses on errors that show gaps in students' linguistic competence.[18]

The mistakes of speaking Arabic in the presentation activities of PBA UIN Syahada Padangsidimpuan students are the first of phonology errors and the influence of mother tongue interference. Phonological errors are deviations in the pronunciation of language sounds (phonemes).[19] In student presentations, this error is very dominant, especially in Hijaiyah letters that do not have identical phonetic equivalents in Indonesian. This phenomenon is a clear example of phonological interference, in which the sound system of the mother tongue is applied to the target language.[20]

[16]Moh. Ainin, *Analisa Bahasa Pembelajar Bahasa Arab Sebagai Bahasa Asing* (Malang: Misykat, 2011).

[17]Husnah Z. and Burhanuddin, "Pendampingan Pembelajaran Maharah Al-Kalam Pada Pondok Pesantren Salafiyah Ulumul Quran Fatimah Azzahrah," *Malaqbiq* 1, no. 1 (June 2022): 1–8, https://doi.org/10.46870/jam.v1i1.231.

[18]Sovinaz and Achmad Tito Rusady, "Uncovering Arabic Language Errors In Conversational Context: An Analysis Of Derivation And Inflection Aspects," *Alsinatuna* 8, no. 2 (June 2023): 172–86, https://doi.org/10.28918/alsinatuna.v8i2.1745.

[19]Tasha Ayu Azzahra, M. Rizki Hi Aman, and Nada Nabilah Syafiqoh, "Analysis Of Phonological Errors In Maharah Kalam Presentation Of Nahwu Wadhifi Book," *Lahjah Arabiyah: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab* 5, no. 2 (July 2024): 182–93, https://doi.org/10.35316/lahjah.v5i2.182-193.

[20]Ahmed Hamid Abdulrazzaq and Sundus Muhsin Ali Al-Ubaidy, "Models of Phonological Loanword Adaptation: The Optimality Model as Opposed to the Perceptual and Phonological Models," *Al-Adab Journal* 3, no. 144 (March 2023): 17–24, https://doi.org/10.31973/aj.v3i144.3881.

Examples of errors found in Pharyngeal Phoneme substitution: The letters 'ain (ع) and ha' (ح) are often substituted with the common glotal phonemes hamzah (ء) and ha' (ه). The word عالَمَ(universe) is pronounced like أَلَمَ(pain). The word حَرّ(hot) is pronounced like هناك(there) in its first letter.

Analysis: Indonesian does not have pharyngeal phonemes produced in the middle throat. College students tend to replace it with the closest sound in their phonetic repertoire, which is the glottal sound.

Uvular and Velar Phoneme Substitutions: The letters kha' (خ) and ghain (غ) are often confused or pronounced as /k/ and /g/. The word خَبَرَ(news) is pronounced with the sound /h/ or /k/. The word غَيْرَ(besides) is pronounced with the usual /g/ sound. Interdental Phoneme Substitution: The letters tsa' (ث), dzal (ذ), and zha' (ظ) are consistently substituted with alveolar phonemes /s/, /z/, and /d/. The word ذٰلِكَ(it) is pronounced like زالك. The word ظَهَرَ(apparent) is pronounced like زَهَرَ or دَهَرَ.

Analysis: Interdental phonemes (produced with the tip of the tongue between the teeth) do not exist in Indonesian.[21] Students substitute the most acoustically similar alveolar phonemes (produced behind the teeth). Emphalitative Phoneme Substitution: The letters shad (ص), dhad (ض), and tha' (ط) lose their emphatic properties (velarisized) and are pronounced like /s/, /d/, and /t/. The word صَحِيحْ(true) is pronounced like سَحِيحْ. The word طَبَعًا(certainly) is pronounced like تَبَعًا. This phonological error is crucial because it can completely change the meaning of a word, as in the example عالَمَ and أَلَمَ. This shows that the mastery of the meaning of letters is not optimal and is greatly influenced by the phonological system of the mother tongue.[22]

Second, Morphological Errors (Sharaf), Morphological errors related to changes in the form of words.[23] In Arabic, sharaf is a complex system.[24] The errors found reflect the difficulty of students in applying these rules consistently such as Conjugation Errors

[21]Puja Sri Rahayu, Emi Mutiara, and Rismayanti Rismayanti, "Analisis Bunyi Bahasa Indonesia: Fonetik Dan Fonemik," *Sintaksis : Publikasi Para Ahli Bahasa Dan Sastra Inggris* 1, no. 4 (December 2023): 54–60, https://doi.org/10.61132/sintaksis.v1i4.223.

[22]Fitma Nailurrahmi and Lina Marlina, "Analisis Interferensi Fonetik Bahasa Ibu Tehadap Pelafalan Fonem Bahasa Arab Dalam Pembelajaran Kosakata," *Moderasi : Journal of Islamic Studies* 5, no. 1 (June 2025): 279–90, https://doi.org/10.54471/moderasi.v5i1.113.

[23]Bayu Wahyu Maulana, Bambang Irawan, And Mokhammad Miftakhul Huda, "Morphological Errors In Teaching Composition At Al-Qodiri Islamic Boarding School's Arabic Language Center In Jember," *Abjadia : International Journal of Education* 9, no. 1 (June 2024): 96–104, https://doi.org/10.18860/abj.v9i1.25269.

[24]Nurul Fahmi, "Problems of Writing Arabic Related to Changes in Arabic Syntax and Morphology," *International Journal of Language and Teaching* 1, no. 1 (March 2023): 1–8, https://doi.org/10.61231/ijlt.v1i1.49.

(Tashrif) are common mistakes that occur in the adjustment of the verb form (fi'il) to the subject (dhamir).[25] And this mistake happened to Fi'il Madhi: Students made a mistake in placing wazan. Example: means to say دَرَسْنَاً(we have learned), but to say دَرَسْنَ(they [pr.] have learned). Fi'il Mudhari', Mistakes in distinguishing the second and third person dhamir. Example: means to say تَقُوْلُ(you [lk.] say), but to say تَقُوْلُ(he [lk.] says). Fi'il Amr, Errors in gender markers. Example: means to rule Female إِشْرَحِيْ(explain!), but pronounces the masculine form إِشْرَحْ

Table 1. Correct tashrif for word errors

Dhamir	Fi'il Madhi (درس)	Fi'il Mudhari' (قال)	Fi'il Amr (شرح)
هُوَ	دَرَسَ	يَقُوْلُ	-
هُمَا	دَرَسَا	يَقُوْلاَنِ	-
هُمْ	دَرَسُوْا	يَقُوْلُوْنَ	-
هِيَ	دَرَسَتْ	تَقُوْلُ	-
هُمَا	دَرَسَتَا	تَقُوْلاَنِ	-
هُنَّ	دَرَسْنَ	يَقُلْنَ	-
أَنْتَ	دَرَسْتَ	تَقُوْلُ	اِشْرَحْ
أَنْتُمَا	دَرَسْتُمَا	تَقُوْلاَنِ	اِشْرَحَا
أَنْتُمْ	دَرَسْتُمْ	تَقُوْلُوْنَ	اِشْرَحُوْا
أَنْتِ	دَرَسْتِ	تَقُوْلِيْنَ	اِشْرَحِيْ
أَنْتُمَا	دَرَسْتُمَا	تَقُوْلاَنِ	اِشْرَحَا
أَنْتُنَّ	دَرَسْتُنَّ	تَقُلْنَ	اِشْرَحْنَ
أَنَا	دَرَسْتُ	أَقُوْلُ	–
نَحْنُ	دَرَسْنَا	نَقُوْلُ	–

Third, the mispronunciation of the form mufrad, mutsanna and jama', Indonesian generally forms plurals by reduplication (books) or the addition of auxiliary words (some

[25]Firda Aiza Nafisah, "Analysis of Syntax Error in The Preparation Book of Arabic Language Skills in The University," *لسانا (LISANUNA) Jurnal Ilmu Bahasa Arab Dan Pembelajarannya* 13, no. 2 (December 2023): 176, https://doi.org/10.22373/ls.v13i2.20139.

books), without changing the basic form of the word.[26] The interference of this system causes students to have difficulties with the plural system in Arabic (*jama' taksir, jama' mudzakkar salim, jama' muannats salim*). For example, students mean to say "a book" (كِتَابٌ) but use the plural form (كُتُبٌ) and also students mean "pen" (أَقْلَامٌ), but use the singular form (قَلَمٌ)

Fourth, the form of mudzakkar and muannats is wrong. The concept of grammatical gender (mudzakkar/muannats) does not exist in Indonesian.[27] Mistakes often occur because students fail to apply gender conformity between nouns and adjectives, or between subject and predicate. This is in line with Hasla's research which said that the phenomenon of errors shows that students still have difficulties in implementing gender harmony rules in Arabic.[28]

Table 2. Forms of Mudzakkar and Muannats

Shape of المذكر **(Maskulin)**	**Shape of** المؤنث **(Feminim)**	**Remarks**
أُسْتَاذٌ	أُسْتَاذَةٌ	Students often forget to add *ta' marbuthah* (ة) for shape of feminim.
طَالِبٌ	طَالِبَةٌ	Similar errors in nouns that refer to people.
حَاضِرٌ	حَاضِرَةٌ	Errors in adjectives (active participles).

[26]Ratu Alifah Nasyaa et al., "Interferensi Bahasa Ibu Terhadap Artikulasi Mahasiswa Pendidikan Bahasa Arab Di UIN Sumatera Utara Medan," *Gudang Jurnal Multidisiplin Ilmu* 2, no. 12 (2024): 732–42.

[27]Silviana Masran, "Penggunaan Bahasa Dan Gender Pada Bahasa Indonesia (Kajian Linguistik Kebudayaan)," *Ensiklopedia Education Review* 4, no. 2 (July 2022): 44–46, https://doi.org/10.33559/eer.v4i2.272.

[28]Adinda Muhariani Permata Hasla, Abdul Aziz, and Nur Ila Ifawati, "Grammatical Errors in Arabic Composition Writing among Students of an Intensive Arabic Language Program," *Abjadia : International Journal of Education* 10, no. 3 (September 2025): 693–700, https://doi.org/10.18860/abj.v10i3.32861.

Fifth Syntax errors (nahwu) are the most complex and most common types of errors in learning Arabic.[29] This happens because the Indonesian language does not know the case system or i'rab,[30] So that students often ignore the change of the meaning at the end of the word. As a result, inaccuracies in determining the grammatical function of a word in a sentence are common so that students tend to ignore changes in the meaning of the final word.

The error in determining i'rab (rafa', nashab, jar) is the most fundamental. Such as the error in the fa'il (Subject) in the following sentence

كَمَا قَالَ أَخِيْنَا أَنَّ الصَّرْفَ هُوَ التَّغْيِيْرُ

Analysis: The word أَخِيْنَا is in the position of fa'il (subject of قَالَ) which should be marfu'. As one of the Asma'ul Khamsah, his rafa's sign is waw (و). The correct form is أَخُوْنَا. This error indicates a transfer from Indonesian where the position of the word does not affect its form.[31] In accordance with Suharia research on Students' Arabic Language Errors at the Syntactic Level in Writing Insya'.[32]

Then the error in fi'il Mudhari' is as follows sentence

عَمَّا يَتَعَلَّقُ بِتَعْرِيْفِ الْفِعْلِ نَشْرَحَ

Analysis: The word نَشْرَحَ is fi'il mudhari' which is not preceded by amil nashab (the particle that makes it manshub). It should be in a state of marfu' with the sign of dhammah at the end: نَشْرَحُ.

There is also an error in the use of Maf'ul Bih (Object), as for examples of sentences such as

كَتَبْتُ عَلَى السَّبُّوْرَةِ الْأَمْثِلَةِ

[29]Yuni Lutfiani, Dedih Wahyudin, and Rizka Qurrota Ayuni, "Analisis Kesalahan Sintaksis Dalam Membaca Teks Bahasa Arab," *Muhadasah: Jurnal Pendidikan Bahasa Arab* 7, no. 1 (June 2025): 1–17, https://doi.org/10.51339/muhad.v7i1.3357.

[30]Khamimah Khamimah, Nafis Azmi Amrullah, and Akbar Syamsul Arifin, "Analisis Sintaksis Kontrastif Nomina Dalam Bahasa Arab Dan Bahasa Indonesia," *Lisanul Arab: Journal of Arabic Learning and Teaching* 11, no. 2 (December 2022): 22–35, https://doi.org/10.15294/la.v11i2.61015.

[31]Hibatul Wafi et al., "Kesalahan Dan Interferensi Bahasa Pada Buku Ajar Bahasa Arab Madrasah Tsanawiyah," *Arabi : Journal of Arabic Studies* 8, no. 1 (July 2023): 95–107, https://doi.org/10.24865/ajas.v8i1.554.

[32]Suharia Sarif, "Kesalahan Berbahasa Arab Mahasiswa Tataran Sintaksis Dalam Penulisan Insya'," *`A Jamiy : Jurnal Bahasa Dan Sastra Arab* 12, no. 1 (August 2023): 220, https://doi.org/10.31314/ajamiy.12.1.220-229.2023.

Analysis: The word الْأَمْثِلَةِis the object of the verb كَتَبْتُ, so it must be in a manshub state with a sign of fathah. The correct form is الْأَمْثِلَةِStudents may be mistaken because the word is preceded by a prepositional phrase (عَلَى السَّبُّوْرَةِ), which does not affect it.

The error in the structure of na'at-man'ut (the nature of the dissected) demands conformity in four respects: i'rab, clarity (ma'rifah/nakirah), number, and gender. Interference from the MD (Explain-Explain) structure in Indonesian often leads to errors.[33] Example القَوَاعِدُ الصَّرْفِيُّAnalysis: The word القَوَاعِدُis jama' taksir for something that does not make sense, which is legally considered to be mufrad muannats (feminine singular). Therefore, the na'at must be feminine: الصَّرْفِيَّةُ

A mistake in the structure of idhafah (genitive construction) has the rule that mudhaf (first word) should not have alif-lam (ال) or tanwin. Mistakes often occur because students apply Indonesian language patterns.[34] Example: العِلْمُ الصَّرْفِAnalysis: Students mean to say "sharaf science". In the structure of idhafah, mudhaf (العلم) should not have ال. The correct form is عِلْمُ الصَّرْفِ.

Translation errors are not only a matter of word equivalents, but also of structural and cultural transfer.[35] Students often translate literally (word-for-word) from Indonesian to Arabic, or vice versa, without regard to context. The next mistake is the incorrect choice of diction, students translate the word تَحْوِيْلُas "replacement", while in the context of morphology, the more appropriate meaning is "change" or "transformation". Lexical and Structural Interference:

نَشْرَحُ عَنْ تَعْرِيْفِ الْإِبْدَالِ هُوَ تَحْوِيْلُ الْكَلِمَةِ فِي الْحُرُوْفِ الْأَصْلِيِّ

Students translate الْكَلِمَةِas "sentence", even though in this context it means "word". This is an example of common lexical interference. In addition, the use of the word "is" (هو) after the subject is a direct transfer of the sentence structure of the definition in English ("Ibdal is...").

[33]Amami Shofiya Al Qorin et al., "A Contrastive Analysis of Adjective Structure in Indonesian and Arabic and the Implication in Teaching Arabic | Tahlīl At-Tarkīb An-Na'tī At-Taqābulī Fī Al-Lughah Al-Indūnīsīyāh Wa Al-'Arabīyah Wa Istifādah Natāijih Fī Ta'Līm Al-'Arabīyah," *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 10, no. 1 (June 2022): 115–32, https://doi.org/10.23971/altarib.v10i1.3593.

[34]Ni'matun Najah et al., "Standard Errors in Jumlah Ismīyah Phrases: Analysis of Arabic Thesis on Indonesian Undergraduate Students | Al-Akhthā Al-Syāi'ah Fī Tarkīb Al-Jumlah Al-Ismīyah: Tahlīl Fī Al-Buhūts Al-I'lmīyah Al-'Arābīyah Lil-Thullāb Bi-Indūnīsīyā," *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 10, no. 2 (October 2022): 227–40, https://doi.org/10.23971/altarib.v10i2.4253.

Code-Mixing: Often, when students don't know the right Arabic vocabulary, they insert words from Indonesian in the middle of Arabic sentences. This shows the limitations of the lexicon and the lack of confidence.[36]

These errors show that students' mastery of Arabic is still weak and heavily influenced by the structure of their mother tongue.[37] This error analysis is an important basis for designing targeted pedagogical interventions.[38]

2. Concrete efforts to overcome language errors

Based on the above error identification and analysis, it is necessary to make a structured improvement effort that is directly connected to the findings.[39] Generic solutions won't be effective.[40] Here are some concrete efforts that can be implemented: Contrastive Phonetics Exercises (For Phonological Errors) such as Drilling Makhraj Difficult, namely Holding an intensive training session (drilling) that focuses on phonemes that do not exist in Indonesian (, ح, ع ذ, ث, ظ, ط, ض, ص, غ,خ).[41] This exercise can use the minimal pairs technique to train auditory sensitivity and production, such as distinguishing between قَلْبٌ(heart) and كَلْبٌ(dog).

Utilization of Technology, using voice analysis applications or software[42] to provide visual feedback to students regarding the accuracy of their makhraj pronunciation.

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[35]Nirva Diana, Agus Hidayat, and Meisuri, "Translation Errors: Categories and Causes," *Jurnal Penerjemahan* 9, no. 1 (July 2022), https://doi.org/10.64571/ojp.v9i1.108.

[36]Arikah Husnah and Hisyam Zaini, "Code Mixing in Arabic Conversation among Indonesian Students of Al-Azhar University," *International Journal of Arabic Language Teaching* 4, no. 02 (December 2022): 234, https://doi.org/10.32332/ijalt.v4i02.5724.

[37]M. Syahrul Anwar et al., " تداخل اللغة الإندونيسية مع اللغة العربية في محادثة الطلاب بمعهد نور الحكيم لومبوك الغربية/Indonesian Interference on Arabic in the Conversation of the Students of Nurul Hakim's Islamic Boarding School, West Lombok," *Jurnal Al-Maqayis* 10, no. 1 (May 2023): 83–101, https://doi.org/10.18592/jams.v10i1.7648.

[38]Ema Safitri and Liza Fairouz, " تحليل الأخطاء في تعليم اللغة العربية بالمدرسة الثانوية الإسلامية الحكومية السادسة آتشية بسار," *Maharaat Lughawiyyat: Jurnal Pendidikan Bahasa Arab* 3, no. 2 (June 2024): 32–37, https://doi.org/10.18860/jpba.v3i2.14349.

[39]Maskuri Maskuri Et Al., "Analisis Kesalahan Dalam Menggunakan Lahjah Arabiyah Pada Maharah Kalam," *Lahjah Arabiyah: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab* 4, No. 2 (July 2023): 159–70, Https://Doi.Org/10.35316/Lahjah.V4i2.159-170.

[40]Abdoulaye Drama and Oumar Cisse, "Speech Difficulties Among Learners Of Arabic To Non-Native Speakers In Mali (Causes And Solutions)," *RIMAK International Journal of Humanities and Social Sciences* 4, no. 6 (November 2022): 242–56, https://doi.org/10.47832/2717-8293.20.15.

[41]Nasaruddin Nasaruddin, "Al-Ashwat al-Árabiyyah al-Sha'bah Wa Ta'limuha Li al-Nathiqin Bi al-Lughah al-Indunisiyyah," *Arabiyatuna : Jurnal Bahasa Arab* 6, no. 1 (April 2022): 1, https://doi.org/10.29240/jba.v6i1.3229.

[42]Abdul Ghani Bin Md Din et al., "The Role of Technology and Its Techniques in The Development of Teaching Arabic to Non-Native Speakers," *International Journal of Academic Research in*

Pattern-Based Morphology Learning (for Tashrif Errors), Tashrif Table Visualization[43] daripada hanya menghafal, mahasiswa diajak untuk membuat dan menganalisis pola perubahan dalam tabel *tashrif*. Fokus pada pola awalan dan akhiran Instead of just memorizing, students are invited to create and analyze the pattern of changes in the tashrif table. Focus on the prefix and suffix patterns for each dhamir group (e.g., the -uuna pattern for hum, -iina for anti). Contextual Exercise: Provide practice of filling in the rhymes in a sentence or making a whole sentence using the right fi'il according to the context (subject, time), rather than just memorizing the table in isolation.

Strengthening syntactic rules through sentence analysis (For I'rab Errors).[44] The I'rab exercise is guided, accustoming students to analyze the position (mahallul i'rab) of each word in simple sentences, then proceed to complex sentences. This exercise should emphasize the identification of "amil" (factors that affect i'rab).

Contrastive Analysis of Sentence Structure. Explicitly compare the structure of the S-P-O-K in Indonesian with the structure of the Number of Fi'liyah (P-S-O) and the Number of Ismiyah (S-P) in Arabic. This helps students realize fundamental differences and avoid incorrect structural transfers.

Focus on Na'at-Man'ut and Idhafah. Provide special exercises for both of these structures as they are both common sources of error. Practice can be matching or structuring phrases correctly.

Context-aware translation strategies (For Translation Errors). Avoiding Literal Translations,[45] Train students to translate meanings or messages (sense-for-sense translation) not word for word. Practice can be in the form of translating idioms or expressions from one language to another.

Build a contextual glossary.[46] Encourage students to create personal dictionaries that not only contain the meaning of words, but also examples of their use in different sentences and contexts. This helps to overcome the problem of polysemimes and

Business and Social Sciences 13, no. 10 (October 2023): Pages 107-120, https://doi.org/10.6007/IJARBSS/v13-i10/18665.

[43]Bassam Haddad et al., "PRo-Pat: Probabilistic Root–Pattern Bi-Gram Data Language Model for Arabic Based Morphological Analysis and Distribution," *Data in Brief* 46 (February 2023): 108875, https://doi.org/10.1016/j.dib.2022.108875.

[44]rayhanur Royyan And Nasiruddin, "Effective Strategies In Understanding Arabic Grammar," *Al-Masail: Journal of Islamic Studies* 2, no. 2 (July 2024): 47–56, https://doi.org/10.61677/al-masail.v2i2.187.

[45]Meijuan Zhao, "Teaching Translation: Challenges and Strategies," *Studies in Linguistics and Literature* 7, no. 3 (August 2023): p59, https://doi.org/10.22158/sll.v7n3p59.

synonyms.

Conclusion

Based on the analysis that has been carried out, it can be concluded that students of the Arabic Language Education Study Program of UIN Syahada Padangsidimpuan still make various linguistic mistakes when making presentations in Arabic. These errors are systematic and cover four main domains. In the domain of phonology, the dominant error occurs in the pronunciation of Arabic phonemes that do not have equivalents in Indonesian, such as pharyngeal, uvular, and emphantis letters. In the realm of morphology, errors are found in the application of the rules of tashrif (conjugation), the use of singular-plural forms, and gender markers (mudzakkar-muannats). In the realm of syntax, the most fundamental error is the neglect of the rule of i'rab, which manifests itself in the confusion of determining the final harakat of the subject (fa'il), object (maf'ul bih), and verb (fi'il), as well as the error in arranging the structure of na'at-man'ut and idhafah. Finally, in the realm of translation, errors stem from improper diction selection and literal transfer of sentence structure. The main factor underlying most of these errors is the interference of the mother tongue (Indonesian and regional languages), in which the system and customs of the first language are transferred into the use of the Arabic language. This is exacerbated by a not yet comprehensive understanding of the rules of the Arabic language.

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[46]Ranis Marhatin and Agus Triyogo, "Practical Techniques For Teaching Vocabulary To Efl Students," *Lied: Lingustic, Literature and English Education* 4, no. 1 (June 2024): 50–57,

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