



ISLAMIC RELIGIOUS EDUCATION STUDENTS' SKILL IN READING ARABIC TEXT: AN ANALYSIS OF PHONOLOGICAL ERRORS

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Abstract

This qualitative descriptive research aims to analyze phonological errors in Arabic text reading skills, identify the factors that cause these errors, and identify efforts to overcome these problems. This research was carried out at Faculty of Tarbiyah and Teacher Training Imam Bonjol Padang State Islamic University. The subjects of this research are students of the Islamic Religious Education study program classes D, E, and F for the 2023/2024 academic year who are currently taking semester 2 (two). In this regard, the sample size for this study was 31 students. Furthermore, data was collected through recording, listening, note-taking techniques supported by observation and documentation. Then, the data was analyzed using the data triangulation technique from Miles and Huberman. The results of the research showed that there were 29 phonological errors made by students of the students. These errors were in the form of seven single consonant errors, 16 vowel errors, one diphthong error, four double consonant errors (tasydīd), and one article error (alif lām). These errors are generally due to linguistic and non-linguistic factors. The non-linguistic factors are divided into two, namely internal and external factors for students. Therefore, efforts are needed to overcome these errors. For example, by listening more and training yourself in pronouncing Arabic texts.

Keywords: Arabic Text, Error Analysis, Phonology, Mahārah Qirā'ah

Introduction

In learning reading skills, one aspect that cannot be ignored is the phonological aspect.¹⁶⁰ Phonology or phonetics is a branch of linguistics that studies sounds and how to pronounce them. In Arabic, this branch of knowledge is called *Aswāt* science.¹⁶¹ In this regard, one of the requirements for mastering reading skills is to master how to read and pronounce the hijaiyyah letters.¹⁶² For this reason, students should be able to identify and differentiate one letter from another letter first because a mistake in pronouncing one letter can change or even destroy the meaning of the word.¹⁶³ In phonology, this is called phonemics, namely the smallest unit of meaning for the sounds of a language which functions to differentiate meaning.¹⁶⁴

After tracing it, many students made mistakes in pronouncing the *hijaiyyah* letters properly and correctly.^{165,166} This problem also occurs to students of the Islamic Religious Education study program at the Faculty of Tarbiyah and Teacher Training Imam Bonjol Padang State Islamic University classes D, E and F for the 2023/2024 academic year who are currently taking semester 2 (two). This is identified in the *Qirā'ah wa Kitābah* course. In the process, lecturers use the *qirā'ah jahriyyah* method to determine their ability to pronounce symbols by reading Arabic texts aloud and with

¹⁶⁰Muhammad Nanang Qosim and Muhammad Anas bin AlMuhsin, 'ANALYSIS OF VARIATION OF SOUND CHANGES IN ARABIC LANGUAGE PHONEMES IN JUNIOR HIGH SCHOOL STUDENTS IN JAVA, INDONESIA', *Lisanul Arab: Journal of Arabic Learning and Teaching* 12, no. 1 (16 May 2023): 14–22, <https://doi.org/10.15294/la.v12i1.64815>.

¹⁶¹Irfan Hania et al., 'The Phonics Method in Aswat Learning and Its Influence on the Reading Ability of Ibtidaiyyah Madrasah Students : Metode Fonetik Dalam Pembelajaran Aswat Dan Pengaruhnya Terhadap Kemampuan Membaca Siswa Madrasah Ibtidaiyyah', *Al Mahāra: Jurnal Pendidikan Bahasa Arab* 8, no. 2 (27 December 2022): 231–47, <https://doi.org/10.14421/almahara.2022.082-03>.

¹⁶²Mardhatillah Paputungan, Damhuri Dj Noor, and Mukhtar I. Miolo, 'Bentuk-Bentuk Kesalahan Fonologi dalam Membaca Teks Arab Siswa Kelas VIII di MTs Negeri 1 Kota Gorontalo', *'A Jamiy : Jurnal Bahasa dan Sastra Arab* 12, no. 1 (1 August 2023): 246–68, <https://doi.org/10.31314/ajamiy.12.1.246-268.2023>.

¹⁶³Qosim and AlMuhsin, 'ANALYSIS OF VARIATION OF SOUND CHANGES IN ARABIC LANGUAGE PHONEMES IN JUNIOR HIGH SCHOOL STUDENTS IN JAVA, INDONESIA'.

¹⁶⁴Saida Gani and Berti Arsyad, 'KAJIAN TEORITIS STRUKTUR INTERNAL BAHASA (Fonologi, Morfologi, Sintaksis, dan Semantik)', *'A Jamiy : Jurnal Bahasa dan Sastra Arab* 7, no. 1 (24 June 2019): 1–20, <https://doi.org/10.31314/ajamiy.7.1.1-20.2018>.

¹⁶⁵Ummi Mahmudah, Fajar Nur Syah Alam, and Ardiman Fadhil, 'PROBLEMATIKA KETERAMPILAN MEMBACA KITAB HADITS YAUMIYAH: STUDI KASUS MAHASISWA ZONA QUR'AN UNIVERSITAS DARUSSALAM GONTOR', *Prosiding Konferensi Nasional Bahasa Arab*, no. 7 (9 October 2021): 555–64.

¹⁶⁶Mahmudah, Alam, and Fadhil.

correct pronunciation and intonation.¹⁶⁷ However, in the initial meetings, errors were found in the form of consonant errors, vowel errors (omissions, substitutions, and long/short vowels), diphthong errors, double consonant errors, and article assimilation errors. Finally, students are not fluent in reading Arabic texts.¹⁶⁸

Several previous studies, such as Asih et al. stated that this happened because of low interest and motivation in learning Arabic so that students did not practice this ability enough.¹⁶⁹ In this regard, Utami et al. revealed that these factors cause students to have difficulty reading Arabic texts.¹⁷⁰ Therefore, Musthofa et al. emphasize the importance of developing students.¹⁷¹ Therefore, Rahmayani et al. recommend that students improve the quality of their Arabic language, especially *mahārah qirā'ah*. In this case, there needs to be awareness to continue practicing both in class and outside of class.¹⁷²

This research aims to analyze phonological errors in Arabic text reading skills, identify the factors that cause these errors, and determine efforts to overcome these problems. In this regard, this research contributes theoretically to efforts to overcome these phonological errors and practically to increasing awareness of the importance of practice in mastering Arabic, in this case *mahārah qirā'ah*. Finally, it is hoped that this research can be the first step in improving the reading skills of Arabic texts for non-Arabic students.

Method

This qualitative descriptive research was carried out at Faculty of Tarbiyah and Teacher Training Imam Bonjol Padang State Islamic University. The subjects of this research are students of the *Islamic Religious Education* study program classes D, E, and

¹⁶⁷Hania et al., 'The Phonics Method in Aşwat Learning and Its Influence on the Reading Ability of Ibtidaiyyah Madrasah Students'.

¹⁶⁸Zaimatuz Zakiyah, 'Observasi Partisipan' (FTIK UIN Imam Bonjol Padang, 2024).

¹⁶⁹Ratna Asih, Ahmad Miftahuddin, and Zaim Elmubarak, 'ANALISIS KESALAHAN FONOLOGI DALAM KETERAMPILAN MEMBACA TEKS BERBAHASA ARAB SISWA KELAS XI SMA ISLAM SULTAN AGUNG 1 SEMARANG', *Lisanul Arab: Journal of Arabic Learning and Teaching* 9, no. 2 (16 November 2020): 123–37, <https://doi.org/10.15294/la.v9i2.42655>.

¹⁷⁰Sri Nabilah Utami, Yayan Nurbayan, and Hikmah Maulani, 'Analysis of Student's Arabic Reading Pronunciation Characteristics on Discourse Text "مَدْرَسَتِي"', *International Journal of Arabic Language Teaching* 5, no. 01 (27 June 2023): 53–67, <https://doi.org/10.32332/ijalt.v5i01.6819>.

¹⁷¹Tulus Musthofa, Nasiruddin Nasiruddin, and Didin Rojudin, 'Phonological Errors In The Pronunciation Of Hijaiyyah Letters At Islamic Boarding School/ Kesalahan Fonologis Dalam Pengucapan Huruf Hijaiyyah Di Pondok Pesantren', *Ijaz Arabi Journal of Arabic Learning* 7, no. 1 (8 March 2024), <https://doi.org/10.18860/ijazarabi.v7i1.22272>.

¹⁷²Diyan Rahmayani et al., 'Analisis Kesalahan Dalam Membaca Teks Arab Mahasiswa Pendidikan Bahasa Arab', *Ad-Dhuha: Jurnal Pendidikan Bahasa Arab Dan Budaya Islam* 4, no. 1 (30 June 2023): 40–51.

F for the 2023/2024 academic year who are currently taking semester 2 (two). The total number of students is 125 students. In this case, Arikunto said that if the population is more than 100, then the research sample is between 10-15% and 20-25%.¹⁷³ So, the sample in this study was 31 students (25%). The researchers have classified the details of this research sample according to gender, age and educational background in table 1.

Table 1. Research Sample Demographics

Gender					
Male 15 (48%)		Female 16 (52 %)			
Age					
18 Th 19 (61 %)	19 Th 6 (20 %)	20 Th 3 (10 %)	21 Th 2 (7 %)	22 Th 1 (2 %)	
Education Background					
Senior High School (SMA/SMK) 10 (33 %)	Islamic Boarding School 10 (33 %)				Islamic Senior High School (MA) 11 (34 %)

Table 1 shows the demographics of the study sample. It is known that 52% of respondents are female students, while the other 48% are university students. Then, more than half of the respondents were 18 years old (61%), while 20% were 19 years old and 2% were the oldest (22 years old). The rest are students aged 20-21 years. In addition, 33% of students come from Islamic boarding schools. Likewise with students from SMA/SMK. Meanwhile, 34% of MA graduate students. Only more than 1% of the educational background of other students. Thus, the sample's educational background is fairly balanced.

Furthermore, primary data in this research was taken using note-taking recording techniques, a collection of recordings of which can be seen in Figure 1. Secondary data was obtained from participant observation and documentation techniques. After being collected, the data was analyzed using the data triangulation technique from Miles and Huberman which consists of three stages, namely data reduction, data presentation, and drawing conclusions.¹⁷⁴

¹⁷³Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2014), 112.

¹⁷⁴Sugiyono Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2015), 337.

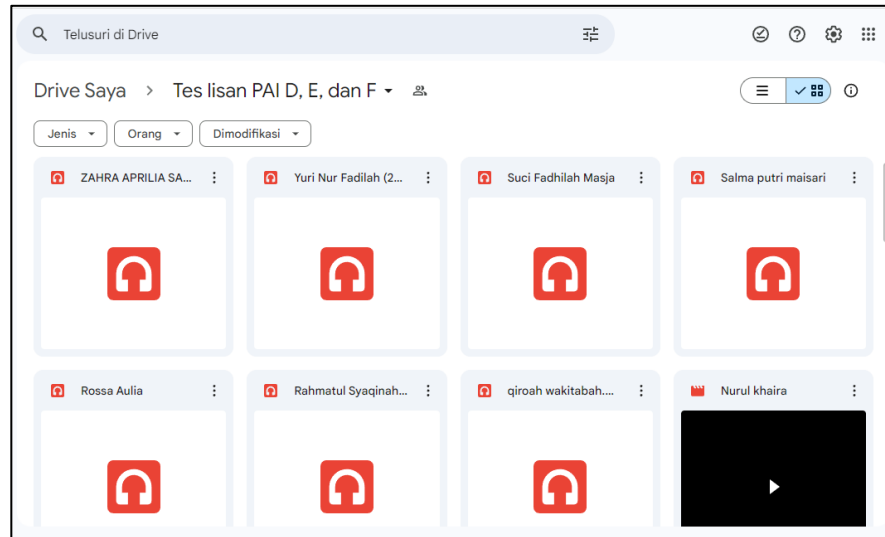


Figure 1. Collection of recordings of students reading texts

Result and Discussion

1. Analysis of Students' Phonological Errors in Reading Arabic Text

The Arabic text that students read is the first paragraph of the text entitled

"¹⁷⁵ تعلم اللغة العربية وأثرها: The text reads, namely:

"أَكَّدَ ابْنُ تَيْمِيَّةَ رَحِمَهُ اللَّهُ عَلَى أَنَّ أَنْفَعَ مَا يُخَلِّصُ النُّفُوسَ مِنَ الرَّذَائِلِ وَيُصْلِحُهَا هُوَ الْعِلْمُ. فَبِالْعِلْمِ الشَّرْعِيِّ يَعْرِفُ الْمَرْءُ الْخَلَالَ مِنَ الْحَرَامِ، وَيَعْرِفُ الْفَضِيلَةَ وَمَكَانَتَهَا فَيَتَخَلَّقُ بِهَا، وَبِالْعِلْمِ يَعْرِفُ شَرَّ الرَّذِيلَةِ فَيَهْجُرُهَا"

In this case, 29 phonological errors were found as shown in table 2.

Table 2. Total Number of Student Phonological Errors

No	The Errors	Amount	Percentage (%)
1	Single Consonant	7	24
2	Vowel	16	56
3	Diphtong	1	3
4	Double Consonant	4	14
5	Article	1	3
Total		29	100

Students' phonological errors in reading Arabic texts were analyzed from a segmental perspective, namely:

a. Single Consonant Errors

¹⁷⁵Fauzul Fi al-Amri and Rahmawati Rahmawati, *العربية للتربية* (Padang: Jasa Surya, 2018), 44.

There are 5 (five) parts in the *makhārijul ḥurūf*,¹⁷⁶ namely the oral cavity (الجوف), and nasal cavity (الشفتين), two lips (اللسان), tongue (الحلق), throat (الحنجرة). In this study, consonant errors emerged from two places, namely the throat (الحنجرة) as shown in table 3. (اللسان) and the tongue (الحلق)

Table 3. Single Consonant Errors

No	Makhrāj	The Errors
1	Error from the throat (الحلق)	Student errors in pronouncing [ء] and [ع]
		Student errors in pronouncing [ح] and [ه]
		Student errors in pronouncing [خ] and [ج]
2	Error from the tongue (اللسان)	Student errors in pronouncing [د] and [ض]
		Student errors in pronouncing [ز] and [ذ]
		Student errors in pronouncing [س] and [ث]
		Student errors in pronouncing [ق] and [ك]

Here's the explanation:

1) Mistakes from the throat (الحلق)

a) Student errors in pronouncing [ء] and [ع]

] because the two [ع] with [ء] Most students mispronounce [

consonants are almost the same in terms of pronunciation. These two consonants are consonants that come out of the throat. The *makhārijul ḥurf*

¹⁷⁶Deni Lidiati et al., 'Pemanfaatan Teknologi Augmented Reality Dalam Pembelajaran Huruf Hijaiyah dan Makharijul Huruf', *TeIKa* 12, no. 02 (31 October 2022): 67–76, <https://doi.org/10.36342/teika.v12i02.2941>.

[ء] is the letter that comes from the bottom of the throat or the base of the throat, while the letter [ع] comes from the middle of the throat. The letters [ء] and [ع] are not far apart so they are easily confused.

b) Student errors in pronouncing [ح] and [هـ]

Students' errors in pronunciation of letters also occur in the letters [ح] and [هـ]. Both are included in the letter *ḥalq*, but the letter [هـ] sound that comes from the middle of the throat, while the place where the letter [ح] comes out is the lower throat, which means the sound produced by [ح] is deeper than the letter [هـ].

c) Student errors in pronouncing [خ] and [ح]

Students make mistakes in pronouncing the letter [خ] with [ح]. These two letters are almost the same in pronunciation. The letter [ح] comes from the upper throat, while the letter [خ] is a pharyngeal type, namely the throat. Judging from its type, the letter [خ] sound produced between the root of the tongue and the back wall of the throat cavity. Meanwhile the letter [ح] is a dorso-volar type, namely the throat cavity. Meanwhile the letter [ح] sound produced between the middle of the tongue and the soft palate.

2) Errors of the Tongue (اللسان)

a) Student errors in pronouncing [د] and [ض]

The pronunciation of these two letters is almost the same, therefore students often make mistakes in these letters. Judging from the makhorijul

] comes from the tip of the tongue where it meets the upper teeth. Meanwhile, the letter [ض] comes out of both sides of the tongue or one of them meets the molars. Both come from the same [makhorijul letter group, namely *al-lisān*. The phonemes [ض] and [د] are of the apicoalveolar type, namely sounds produced by the tip of the tongue with the curve of the gum foot.

b) Student errors in pronouncing [ذ] and [ز]

The pronunciation of these two letters is almost the same. In terms of the meaning of the letter, the letter [ذ] comes from the tip of the tongue where it meets the tip of the upper front teeth. Meanwhile, the letter [ز] comes from the tip of the tongue which almost meets the lower front teeth. [ذ] is apico-dental, namely the sound produced between the tip of the tongue and the upper teeth. Meanwhile the letter [ز] is produced from the tip of the tongue with the curve of the gum foot.

c) Student errors in pronouncing [ث] and [س]

The pronunciation of these two letters is almost the same. In terms of *makhārijul ḥurf*, the letter [ث] is a letter that is produced with the tip of the tongue sticking out slightly, meeting the tips of the front or upper teeth. Meanwhile, the letter [س] comes from the tip of the tongue, which almost meets the lower front teeth. The letter [ث] is an apico-dental type that is produced between the tip of the tongue and the upper teeth. Meanwhile, the

] is a type of alvelar apico, which is produced from the tip of the **س** letter [tongue with the curve of the foot and gums.

d) Student errors in pronouncing [ق] and [ك]

The pronunciation of these letters is almost the same, so it can cause errors in pronunciation. If you look at it from the perspective of the letters, the two letters come from the same group, namely *al-lisān* or tongue. The [] is a letter that comes from the base of the tongue **ق** sound of the letter [close to the throat and is pressed against the roof of the inner mouth. [] but the **ق** is a letter that sounds like the letter [ك] Meanwhile, the letter [] is a dorsouvular type **ق** base of the tongue is lowered. The letter phoneme [where the sound is produced between the back of the tongue/base of the [] is of the dorso-velar type, the **ك** tongue and the pharynx. While the letter [sound is produced between the middle of the tongue and the soft palate or the sound is produced between the back of the tongue/base of the tongue and the soft palate.

b. Vowel Errors

1) Vowel Omission Error

This error is a student error made by omitting vowels in a word. In the text, students made this mistake in several words as shown in table 4.

Table 4. Vowel Omission Errors

No	Words	The Errors
1	تَيْمِيَّةَ	/ة/ Students remove the vowel /i/ from the consonant /
2	يُصْلِحُهَا	/ه/ Students remove the vowel /a/ from the consonant /
3	يَعْرِفُ	/ه/ Students remove the vowel /a/ from the consonant /
4	الحرام	/م/ Students remove the vowel /i/ from the consonant /
5	الرَّذِيلَةَ	/ة/ Students remove the vowel /i/ from the consonant /
6	فَيَهْجُرُهَا	/ه/ Students remove the vowel /a/ from the consonant /

2) Vowel Substitution Errors

Errors in vowel alternation can be observed in table 5.

Table 5. Vowel Substitution Errors

No	Words	The Errors
1	أَكْدَ	Students change the vowel /a/ to /u/ in the /consonant /
2	يُخْلِصُ	Students change the vowel /u/ to /a/ in the /consonant ص/
3	النُّفُوسَ	Students change the vowel /u/ to /a/ in the /consonant ن/
4	فَيَتَخَلَّقُ	Students change the vowel /a/ to /i/ in the consonant /خ/

3) Long/Short Vowel Errors

In this error, the vowel should be pronounced long and shortened. On the other hand, the vowel should be short, but is pronounced long. This error was found when students said the words in table 6.

Table 6. Long/Short Vowel Errors

No	Words	The Errors
1	رَحِمَهُ	/ح Students lengthen the vowel /i/ in the consonant /
2	يُصْلِحُهَا	/ح Students lengthen the vowel /u/ in the consonant /
3	الْفَضِيلَةَ	/ض Students shorten the vowel /i/ in the consonant /
4	مَكَانَتَهَا	/م Students lengthen the vowel /a/ in the consonant /
5	الرَّذِيلَةَ	/ذ Students shorten the vowel /i/ in the consonant /
6	فَيَهْجُرُهَا	/ر Students lengthen the vowel /u/ in the consonant /

c. Diphthong Errors

Diphthongs or double vowels are where the position of the tongue when producing this sound is different at the beginning and at the end. Double sounds

are sounds that consist of two sounds and are found in one word.¹⁷⁷ In this research, a diphthong error was found in the form of changing a long vowel into a (ar-*razīlah*) to *ar-razīlah* diphthong element in one word, namely from *razaylah*).

d. Double Consonant Errors/*Tasydīd*

Tasydīd is always expressed by repeating the same consonant in question.

The double consonant errors found were in the form of adding *tasydīd* and omitting *tasydīd*. The explanation is in table 7.

Table 7. Double Consonant Error

No	Words	The Errors
1	أَكَّدَ	(akkada) أَكَّكَ Adding <i>tasydīd</i> to the word (akkadda) أَكَّكَ becomes
		/ك/ Deletion of <i>tasydīd</i> on the consonant /
2	أَنَّ	/ن/ Deletion of <i>tasydīd</i> on the consonant /
3	النُّفُوسَ	/ن/ Deletion of <i>tasydīd</i> on the consonant /

e. Article Mistakes (ال)

In communication, the use of articles is not very influential, but it will be influential in terms of grammatical theory.¹⁷⁸ Where the article shows specificity or what is also called *al-ma'rifah*.¹⁷⁹ In this research, an error in clothing was found in the form of omitting the article in one word, namely the word *faḍīlah*

(*faḍīlah*). *فَضِيلَةَ* (*al-faḍīlah*) so that it became just

2. Factors of Student Phonological Errors in Reading Arabic Texts

¹⁷⁷Desi Rahmania Zulfa, 'Analisis Kesalahan Fonologi Dalam Keterampilan Membaca Teks Bahasa Arab Siswa Kelas V MI Baiquniyyah', *Mahira: Journal of Arabic Studies & Teaching* 1, no. 2 (28 November 2023): 127–36.

¹⁷⁸Umi Atun Zahro, Noermanzah Noermanzah, and Syafryadin Syafryadin, 'Penguasaan Kosakata Bahasa Indonesia Anak Dari Segi Umur, Jenis Kelamin, Jenis Kosakata, Sosial Ekonomi Orang Tua, Dan Pekerjaan Orang Tua', *Seminar Nasional Pendidikan Bahasa Dan Sastra*, 21 October 2020, 187–98.

¹⁷⁹M. Agus Yusron, 'KAIDAH YANG DIPERLUKAN MUFASSIR', *TAFAKKUR : Jurnal Ilmu Al-Qur'an Dan Tafsir* 2, no. 1 (30 October 2021): 63–86.

In general, there are two factors that cause students to make phonological errors in reading Arabic texts, namely linguistic and non-linguistic factors.¹⁸⁰

a. Linguistic Factors

Arabic has different characteristics from Indonesian¹⁸¹ making it difficult for students to pronounce words in Arabic properly and correctly. Apart from that, in terms of letter shape, the *hijaiyyah* letters are almost the same¹⁸² so students still have difficulty distinguishing them.

b. Non-linguistic factors

Specifically, non-linguistic factors are divided into two, namely internal and external factors.^{183, 184}

1) Internal factors

- a) Low interest in learning Arabic.
- b) Low motivation to learn Arabic.
- c) Lack of practice and experience in reading Arabic texts.
- d) Lack of confidence in reading Arabic texts.
- e) Not being able to differentiate the pronunciation of *hijaiyyah* letters.

2) External factors

- a) Mother tongue dialect interference.
- b) Teacher competency needs to be improved.
- c) Student educational background.
- d) Lack of implementation of a communicative approach in learning Arabic.

3. Efforts to Overcome Students' Phonological Errors in Reading Arabic Texts

¹⁸⁰ Ibrahim A. Asadi et al., 'How Do Different Cognitive and Linguistic Variables Contribute to Reading in Arabic? A Cross-Sectional Study from First to Sixth Grade', *Reading and Writing* 30, no. 9 (1 November 2017): 1835–67, <https://doi.org/10.1007/s11145-017-9755-z>.

¹⁸¹ M. Syaiful Kamal, 'PERBANDINGAN STRUKTUR KATA SIFAT DALAM BAHASA ARAB DENGAN BAHASA INDONESIA', *لساننا (LISANUNA): Jurnal Ilmu Bahasa Arab dan Pembelajarannya* 8, no. 2 (20 March 2019): 324–33, <https://doi.org/10.22373/lis.v8i2.4562>.

¹⁸² Anita Afrianingsih, Aprilia Riyana Putri, and M. Misbahul Munir, 'KARAKTERISTIK HURUF HIJAIYAH SEBAGAI SARANA PEMBELAJARAN BACA TULIS AWAL ANAK USIA DINI', *Tunas Siliwangi : Jurnal Program Studi Pendidikan Guru PAUD STKIP Siliwangi Bandung* 5, no. 2 (31 October 2019): 111–19, <https://doi.org/10.22460/ts.v5i2p111-119.1568>.

¹⁸³ Analisis Faktor Kesulitan Membaca Teks Berbahasa Arab Kelas VIII | JIIP - Jurnal Ilmiah Ilmu Pendidikan, accessed 20 May 2024, <https://jiip.stkipyapisdmpu.ac.id/jiip/index.php/JIIP/article/view/4295>.

¹⁸⁴ Khairani Fadhilah and Rahmawati Rahmawati, 'Development Of Maharah Qira'ah Evaluation Tool Using Moodle For Eighth Graders at MTs', *Lisaanuna Ta'lim Al-Lughah Al-Arabiyah: Jurnal Pendidikan Bahasa Arab* 4, no. 2 (15 October 2021): 176–86, <https://doi.org/10.15548/lisaanuna.v4i2.3270>.

Various efforts can be made to overcome students' phonological errors in reading Arabic texts,^{185,186} including:

- a. Increase student awareness of the importance of studying Arabic.
- b. Develop students' love of Arabic as part of studying religion.
- c. Implementing appropriate learning methods so that students can differentiate hijaiyyah letters whose pronunciation is almost similar.
- d. Listen more and train yourself in pronouncing Arabic texts.
- e. Providing prizes or feedback on the efforts made by students to improve their reading skills.

Conclusion

There were 29 phonological errors made by the Islamic Religious Education Student of Faculty of Tarbiyah and Teacher Training Imam Bonjol Padang State Islamic University. These errors were in the form of seven single consonant errors, 16 vowel errors, one diphthong error, four double consonant errors (*tasydid*), and one article error (*alif lām*). These errors are generally due to linguistic and non-linguistic factors. The non-linguistic factors are divided into two, namely internal and external factors for students. Therefore, efforts are needed to overcome these errors. For example, by listening more and training yourself in pronouncing Arabic texts. In this regard, it is recommended that further research implement phonological learning methods which aim to make students able to differentiate *hijaiyyah* letters so that students can pronounce Arabic texts well and correctly

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¹⁸⁵Fadilatur Rohma and Achmad Fawaid, 'Analysis of Students' Difficulties In Reading Texts to Increase Reading Comprehension In Islamic Senior High School', *Al Qalam: Jurnal Ilmiah Keagamaan Dan Kemasyarakatan* 17, no. 3 (22 May 2023): 2003–18, <https://doi.org/10.35931/aq.v17i3.2205>.

¹⁸⁶Zaimatuz Zakiyah et al., 'Implementasi Pendekatan Audio Lingual Dalam Pembelajaran Bahasa Arab Kurikulum 2013', *Shaut al Arabiyyah* 11, no. 2 (2023), <https://journal.uin-alauddin.ac.id/index.php/Shautul-Arabiyyah/article/view/26188>.

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