



## Orthography: Error Analysis of Speech Texts of Arabic Language Education Students

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### Abstract

This study examines orthography errors in Arabic speech texts of fourth semester students of the Arabic Language Education Study Program at IAIN Palangka Raya, where not all students are able to correctly describe the sounds of the language into writing. Orthography is the specification of sounds in a language that is mapped or described from a particular writing, in this case, Arabic. This research uses a descriptive qualitative approach by using primary data sources such as Arabic speech texts and secondary data from relevant literature. The data collection stage includes literature study, interviews, observation, and documentation, while data analysis uses orthographic methods with basic techniques (orthographic sorting technique) and advanced techniques (comparative linking technique). The results show that orthographic errors in Arabic script can be divided into two types: first, single errors which include the addition or subtraction of vowels and consonants, subtraction of consonant punctuation marks, and letter changes. Second, errors with two or more types. The factors underlying these errors include sociolinguistic and psycholinguistic aspects of IAIN Palangka Raya students.

**Keywords:** Orthography, Speech text, Sociolinguistics, Psycholinguistics

### مستخلص البحث

تبحث هذه الدراسة في الأخطاء الإملائية في نصوص الكلام العربي للطلاب فصل الرابع، بقسم تعليم اللغة العربية بجامعة بالانكارايا الإسلامية الحكومية، حيث لا يستطيع جميع الطلاب وصف أصوات اللغة وصفاً صحيحاً في الكتابة. علم الأثرولوجيا هو تحديد الأصوات في اللغة التي يتم تعيينها أو وصفها من كتابة معينة، وهي في هذه الحالة اللغة العربية. ويستخدم هذا البحث منهجاً وصفيًا نوعيًا باستخدام مصادر البيانات الأولية مثل نصوص الكلام العربي والبيانات الثانوية من الأدبيات ذات الصلة. وتتضمن مرحلة جمع البيانات دراسة الأدبيات والمقابلات والملاحظة والتوثيق، بينما يستخدم في تحليل البيانات المنهج الإملائي بتقنيات أساسية (تقنية الفرز الإملائي) وتقنيات متقدمة (تقنية الربط المقارن). وتظهر النتائج أن الأخطاء الإملائية في الخط العربي يمكن تقسيمها إلى نوعين: أولاً، الأخطاء ذات النوع الواحد التي تشمل إضافة أو نقص حروف العلة والحروف الساكنة، و نقص علامات الترقيم الساكنة، وتغيير الحروف. ثانياً، الأخطاء ذات النوعين أو أكثر. وتشمل العوامل الكامنة وراء هذه الأخطاء الجوانب الاجتماعية اللغوية والنفسية اللغوية لطلاب جامعة بالانكارايا الإسلامية الحكومية.

الكلمات المفتاحية: التهجئة الإملائية، نص الكلام، علم اللغة الاجتماعي، علم اللغة النفسي

## Introduction

Arabic is one of the foreign languages studied in Indonesia. Of course, learning Arabic has many benefits, one of which is as a means of communicating with fellow human beings. In Arabic, there are four language skills that must be mastered and learned, namely, listening skills (*maharah al-Istima'*), speaking skills (*maharah al-kalam*), reading skills (*maharah al-qira'ah*), and writing skills (*maharah al-kitabah*).

Writing skills (*maharah al-kitabah*) are the highest of the four language skills. Writing is an activity that has a relationship with the thinking process and written expression skills. Writing can be said to be a very complex activity, because in it there are demands for the ability to organize and organize ideas coherently and logically, as well as the ability in the context of presenting writing in a variety of written language and different writing rules. (Munawarah and Zulkifli 2021).

It can be concluded that writing skills (*maharah al-kitabah*) are related to the process of thinking and expressing in writing, lies in the demands of the ability to organize and organize ideas. Related to writing skills (*maharah al-kitabah*), expertise in speaking (*maharah al-kalam*) is no less important because it has a big role to convey and present what is written. One example is in the *Kalam Lil Al-Muhadharah* course, where students will display speech skills that they first write down as an initial concept before being delivered. However, in this case many writing errors were found so that what they conveyed was not appropriate. Therefore, students have difficulty in presenting and understanding the meaning of what is conveyed.

Some mistakes are often made by students learning Arabic in transferring spoken language into written language. These errors occur when they write a series of letters into a word that is arranged in a sentence. For example, the word "participant" in Arabic "المشاركون" becomes "المشاركون", the word "darkness" in Arabic "الظلمة" is written as "الزلمة", and the word "eighth" in Arabic "الثامن" is written as "السامن".

These errors are caused by various factors, one of which is the sociological factor behind the error (Habibah et al. 2023). Therefore, the author wants to further analyze the errors in the *Kalam Lil Al-Muhadharah* course. The author limits this research in terms of the form of orthographic errors in Arabic speech texts and the factors behind the occurrence of these errors in Arabic Language Education study

program students in semester IV at IAIN Palangka Raya in the academic year 2023/2024.

As for what supports this research, namely previous research conducted by Anisatu Thooyibah entitled "*Analysis of Arabic Orthographic Errors of Arabic Language Education Students at Muhammadiyah University of Malang*". This previous research aims to find out what are the errors in writing in Arabic language learning among Arabic language education students at Muhammadiyah University of Malang. The results of this study indicate that the form of orthographic errors or Arabic script is first, one type of error consisting of the addition of vowels, reduction of vowels and consonants, reduction of consonant punctuation, and letter changes. Second, two or more types of errors. The factors behind these errors are sociolinguistic and psycholinguistic (Thooyibah 2019).

Based on previous research that researchers have described above, there are writing errors in Arabic. This can happen even among Arabic language education students who in fact they study Arabic. The thing that makes the difference with the current research is the difference in the focus of study, object and subject of research. This study focuses on writing errors and pronunciation errors, especially during *muhadharah* or speech activities. The object of this research is *Kalam Lil Al-Muhadharah* learning which is seen from the process and learning outcomes. While the subject of this research is students of Arabic language education IAIN Palangka Raya.

This research is studied from the point of view of orthography or graphonomy which is a branch of linguistics that studies spelling in written/graphic form. This branch of linguistics studies how to realize the form of sound into the form of letters and how to arrange these letters into larger constructions in the form of writing (Thooyibah 2019).

The urgency of this study lies in the importance of understanding and correcting Arabic writing errors among university students, especially in the context of learning *Kalam Lil Al-Muhadharah*. Given that writing errors can interfere with understanding and conveying information, this study aims to provide a deeper insight into the factors behind these errors. Thus, this study is expected to make a significant contribution in improving the quality of Arabic language learning,

especially in terms of writing and speaking skills, which in turn will improve students' competence in communicating effectively in Arabic.

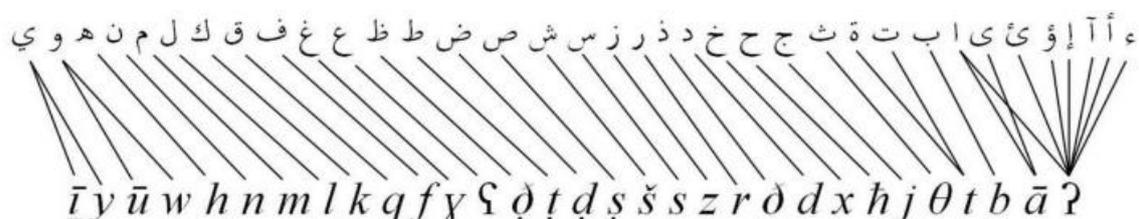
## Methods

This research uses descriptive qualitative method to analyze errors in writing Arabic speech texts. Data sources consist of primary data collected directly from the speech texts of fourth semester students of the Arabic Language Education study program, and secondary data from books, previous research articles, and other relevant literature. Data collection techniques include literature study, interviews, observation, and documentation, with data validity tested through triangulation techniques. Data analysis was conducted using the orthographic commensurate method with the orthographic sorting technique to identify errors and the comparative equating technique to compare errors with correct orthographic rules. This study aims to provide an in-depth understanding of the types and causes of orthographic errors in students' Arabic speech texts, as well as contribute to improving the quality of Arabic language learning, especially writing and speaking skills.

## Result and Discussion

### Orthography

Orthography is the specification of rules that determine how the sounds in the language are represented in writing. In the context of *Fuṣḥa Arabic*, orthography using Arabic script is the writing system used to represent the sounds in *Fuṣḥa Arabic*. Using this orthography, the sounds in *Fuṣḥa Arabic* can be mapped or depicted through the figure below:



**Image 1. Arabic Letter to Sound Mapping** (Aribowo 2013)

*Fuṣḥa Arabic* has 34 phonemes (28 consonants, 3 long vowels, and 3 short vowels). The Arabic writing system has 36 letters and 9 diacritical marks (including

the *Alif Şilah* sign). Most letters in *Fuṣḥa Arabic* have a one-letter to one-letter mapping (Aribowo 2013).

This research is studied from the point of view of orthography or graphonomy, which is a branch of linguistics that examines spelling in written/graphic form (Thooyibah 2019) on student speech texts.

As described earlier, this research focuses on the words or *kalimah* in Arabic speech texts written by fourth semester Arabic Language Education study program students at IAIN Palangka Raya in the 2023/2024 academic year, in the *Kalam Lil Al-Muhadharah* course.

A word in Arabic called *kalimah* is the smallest unit of a sentence or number consisting of a combination of letters. The smallest unit of the word is the morpheme (syllable). The word as expressed by Harimurti Kridalaksana quoted by Sahkholid Nasution is a language unit that can stand alone, consisting of single morphemes or combined morphemes. (Nasution 2017).

### Forms of Arabic Orthographic Errors

The following are some findings related to word writing or orthography errors made by fourth semester Arabic Language Education study program students at IAIN Palangka Raya in the academic year 2023/2024:

#### 1. One Type of Error

The errors that occur generally revolve around one type of error, such as the addition of vowels, subtraction of vowels and consonants, subtraction of consonant punctuation, and letter changes. The following is an in-depth explanation of the errors;

##### a. Vowel Addition

The first type of error is the addition of vowels, including;

**Table 1. Examples of Vowel Addition Errors**

الأصحاء	الأخطاء
بعضوركم	بيعضوركم
لجنة	لاجنة
رئسة	رائسة

**The word بيحضوركم become بحضوركم**

The word *Bihudhurikum* in the sentence “*Syukran Bi Hudhurikum*” is included in the category of one type of error with the addition of the letter *alif* after the letter *ba’*. The letter *ba’* in articulation is included in the category of inhibition or explosion (*al-infijariyah*), which is a consonant letter that occurs in the process of inhibiting the full flow of air, and released suddenly (Masrury 2022).

According to the researcher's observation, the sudden release of the letter *ba’* makes it have an excess of the vowel letter *ya’* because the letter *dal* has a *kasrah* character. The learners should not release the letter hastily which makes the letter lengthen by one *harakat*. The correct writing is *Bihudhurikum* which means upon his arrival/presence this word is included in the category of letters.

**The word لاجنة become لجنة**

The word *Lajnatun* in the sentence “*Raisatun Lajnanatun*” belongs to the category of one type of error with the addition of the letter *alif* after the letter *lam*. The letter *lam* is articulated as an *apico-denal-alveolar* sound (أسنانى) (لساوي زلقى) or also known as *lamionalveolar*, which is the sound produced by touching the tip of the tongue at the base of the upper teeth in front of the gums. The articulation process of /ل/ in the center of the oral cavity is blocked, and air escapes through both sides of the tongue in contact with the front of the gums (Rahma 2022).

According to the researcher’s observation, one of the factors behind this lies in the high and low position of the tongue. So that students are mistaken in pronunciation which is then transferred into writing. The correct word writing is *lajnatun* which means *Mc/Moderator*, which is included in the *ism* category.

## The Word **رئيسة** become **رئيسة**

The word *Raisatun* in the sentence “*Raisatun Lajnatun*” is categorized as one type of error with the addition of the letter *alif* after the letter *ra'*. In articulation, it is an *avico-alveolars* sound. (لساوي زلقى) is a sound produced by touching the tip of the tongue to the gums (Amrulloh and Hasanah 2019), causing a narrowing of the air outlet which then comes out slowly without popping.

According to the researcher's observation, one of the factors behind this lies in the thick or thin pronunciation of the letter *ra'*, where in the science of *tajweed* it is explained that the pronunciation of thick *ra'* which has the nature of *tafkhim* must be read thickly filling the mouth while thin *ra'* which has the nature of *tarqiq* must be read thinly (Purnamasari 2022) so that students make mistakes in pronunciation which are then transferred into writing.

### b. Subtraction of Vowels and Consonants

A second type of error is the subtraction of vowels and consonants, including;

**Table 2: Examples of Vowel Subtraction Errors and Consonants**

الأخطاء	الأصحاء
المستقم	المستقيم
وقتصرن	واققتصرن
البرنامج	البرنامج
الأخر	الأخير
لأول	الأول
السعاة	السعادة
كلم	كلام
الإفتتح	الإفتتاح

الموضوع	الموضع
حيا	حي

**The word المستقيم become المستقيم**

The word *Al-Mustaqim* in the sentence “*Al-Shirat Al-Mustaqim*” has a vowel reduction error "ي" or /y'/. The vowel "ي" or *ya'* and the *kasrah harakat* fall into the realm of front, high, and unrounded vowels. When pronouncing this vowel sound, the position of the tongue is located in the front position made at the highest part of the tongue in the oral cavity.

The reduction of the vowel "ي" in the word *Al-Mustaqim* done by students seems to show an omission, namely omitting the letter *ya'* on the *kasrah harakat* in the letter *qof*. This making the word short-arched, which should be long-arched. Basically, the vowel "ي" or /ya'/ is included in the high vowel, but the high-low position of the tongue and the front-back of the tongue causes the error. While the correct writing is *mustaqim* which means the length of this word is included in the *ism al-sifah* category.

**The word البرنامج become البرنامج**

The word *Al-Barnamij* in the sentence “*Barnamij Al-Yaum*” has a vowel subtraction error, namely the subtraction of the letter "ا" or *alif* which previously had a *fathah* character. The vowel "ا" or *alif* and the *fathah* root are front vowels, low, unrounded and *majhur* (Sholihin 2020).

This vowel is made with the lowest part of the tongue located in a medium position in the oral cavity. The word *barnamij* turns into *barnamij*, if the word is unharpened, then at first glance the reader will read the word *barnamij* into *barnamij* an *isim* word which means program/event. But students write it with a short *harakat*, in this case mixing two words that have different meanings. One of the factors behind this lies in the high and low position of the tongue. So that students are mistaken in pronunciation which is then transferred into writing. The correct word writing is *barnamij* which means program/event.

### The Word الموضوع become الموضع

The word *Al-Maudhu'* in the sentence "*Sa Uqaddimakum Al-Maudhu'an*" in this case has one error in the reduction of the vowel letter "و". In articulation the letter "ض" has an *apico-dental-alveolar* sound (أسنانى لساوي (زلقى), or also known as *lamionalveolar*, which is a sound produced by touching the tip of the tongue to the base of the upper teeth in front of the gums and experiencing an explosion (Muqit 2021), The letter ض with a *dhammah* character moves to take certain forms and situations that make the formation of some sounds such as rounding when pronouncing *wawu* and *dhammah*, so that the vocal becomes thick followed by the sound of the letter ض.

According to the researcher's observation, when the students seemed to show an omission, namely omitting the letter *wawu* on the *dhammah* *harakat*. So that it makes the word short-arched which should be long-arched. However, the factor of the high-low position of the tongue and the front-back of the tongue causes the omission error. While the correct writing is *Al-Maudhu'* which means the title of this word is included in the *ism* category.

### The word السعادة become السعاة

The word *Al-Sa'a>h* in the sentence "*Al-Sa'a>dah Al-Kiram*" is one type of consonant letter confinement error, namely د in the word السعادة. articulation of the sound of the letter "د" is a sound produced by touching the tip of the tongue to the base of the upper teeth in front of the gums and is a popping sound then released suddenly (Nasution 2017). But in this case, the lack of consonant letters in a word often occurs in Arabic writing.

Through the researcher's observations regarding this, some of the students have not lacked knowledge of *mufrodat* (Kholifah 2023). In

addition, students occasionally hear a sentence but fail to associate the correct letter usage with the same pronunciation.

**c. Consonant Punctuation Subtraction**

A third type of error is the omission of consonant punctuation, including;

**Table 3. Examples of Consonant Punctuation Subtraction Errors**

الأصحاء	الأخطاء
نفتتج	بقتتج
خطاب	حطاب
شكرا	سكرا
ثم	سم

The word **خطاب** become **حطاب**

The word *Hitab* in the sentence “*fi Hadza Al-Khitab*”, has a writing error in reducing one point in the consonant letter. The phonemes "ح"/*ha/* and "خ"/*kha/* according to Sahkholid Nasution in articulation, the two phonemes have in common that they both include consonants that are produced by inhibiting the path of airflow exhaled into the lungs, so that the exit becomes shifted (Nasution 2017). But from the realm of the articulation area the two letters have differences.

The phoneme "ح"/*ha/* is included in the root-pharyngeals sound or *jaza>r h}alqiy* where the sound is produced by bringing the root of the tongue closer to the wall of the esophageal cavity but not touching it. While the phoneme "خ"/*kha/* is classified as a *dorso-velar* sound which is produced by attaching the back of the tongue to the soft palate (Ridwan 2023). These similarities and differences cause the error of subtracting one point from the letter. The correct writing is *khitab* which has the meaning of speech. this word is included in the category of *ism mudzakkar*.

The word **شكرا** become **سكرا**

The word *Sukran* in the sentence “*Syukran Kats>iran*”, is included in one type of error, due to the loss of the three-point punctuation mark above the letter. The phonemes "س"/*sa*/ in the word *sukran* and "ش"/*sya*/ in the word *syukran* fall into the category of minimal pairs that have a close sound. Both also have their respective meanings of sweet and thank you, respectively. In terms of articulation, both letters fall into the category of sliding consonants or fricatives *al-ihdikakiyah* (Nasution 2017), this is a letter that is produced through the narrowing of the airflow from the lungs which makes the airway obstructed and comes out with a stretch. These two letters are also included in the voiceless consonants or *almahmusah* where the vocal cords do not vibrate when the sound is pronounced or articulated. The existence of this equation is presumably what makes Arabic learners mistaken in the pronunciation of a word. While the correct writing is *syukran* with the meaning of thank you. The word is included in the *isim* category.

**The word نغفتح become مفتتح and the word نم become م**

The word *Naftatih* and the word *Tsumma* without a period in the sentence “*Nagtatih* *Muha>dhorotuna*” and “*Tsumma*” have errors in the reduction of punctuation in consonant letters on the letters *nun* and *tsa*. The articulation of the two has a difference in the sound of the articulation process. /*n*/ and /ن/ are on the pharynx and the soft palate descends to close the air into the oral cavity, so that the air comes out through the nasal cavity, while the ث sound is produced by placing the tip of the tongue between the upper and lower teeth, without completely closing the air flow (Bunis 2022).

According to the researcher’s observation, the learner factor of writing *nun* and *tsa* without dots is due to the habit of writing quickly without paying attention to details such as dots on letters so that there is a lack of awareness of the importance of dots in distinguishing between similar letters.

#### d. Letter Change

A fourth type of error is letter change, including;

**Table 4. Examples of Letter Change Errors**

الأصحاء	الأخطاء
الظلمة	الزلمة
رئس	لئس
احيكم	اهيكم
الفحة	الفاتح
الأول	لأول
المشاركون	المشارقون
الثامنة	السامنة

**The word الظلمة become الزلمة**

The word *Adzulumatu* which is written using the letter *z* in the sentence "*Adzulumatu min An-Nur*" has changed the sound of the letter to */z/*, this is one of the writing errors in letter changes. This is also caused by the location of the articulation which is close together, namely */z/* and */ظ/* at the top of the tip of the tongue which meets the two incisors (the tips of the upper front teeth). This causes the learners to pronounce the letter *z* into *ظ* (Amrulloh and Hasanah 2019).

Through the observations of researchers, students tend to remember the pronunciation of the letter */za/* because the letter is more often found in Indonesian words so it is easier to pronounce than the letter */zha/*. The closeness of this articulation is presumably what makes Arabic learners mistaken in the pronunciation of a word that is transferred in writing. While the correct writing is *adzulumatu* with the meaning of darkness. The word is included in the *isim* category.

**The word احيكم become اهيكم**

The word *Uhayyikum* in the *kalimah* “*Uhayyikum Tahiyyah Salam*” which is written using the letter ه is one of the errors in letter changes that affect the change in sound and writing of the letter /ح/ to /ه/. (Al Azhim and Kholidah 2021). The articulation of the two letters is almost close, namely /ح/ is in the middle of the throat, while /ه/ is in the inner throat (base of the throat). This causes learners to pronounce the letter /ح/ into /ه/.

According to the researcher's observation. This happens because of the influence of habits from the first language (mother), namely regional language and Indonesian language. The letter /ح/ in Indonesian is symbolized by the sound /ha/, while the letter /ه/ is symbolized by the letter /h/ and is more often found in regional and Indonesian languages and the closeness of this articulation is presumably what makes Arabic learners mistaken in the pronunciation of a word. While the correct writing is *ahayyikum* with the meaning “I convey”. The word is categorized as *fi'il mudhari'i*.

#### **The word المشاركون become المشارقون**

The word *Al-Musyariqun* changes the letter ك to ق, in the sentence “*Ayyuha Al-Musyarikun*” to be one of the errors in Arabic writing. because of the close articulation process between the letter ك and the letter ق. The sound of the letter ك which both sounds are produced by attaching the back of the tongue to the soft palate. While the sound of the letter /ق/ is produced through the meeting between the base of the tongue and the pharynx, so that the air is perfectly obstructed.

Through the researcher's observation, some learners still cannot distinguish the sound of the two letters. This causes the students to be more inclined to pronounce the letter /ك/ into /ق/, so that the resulting sound is

the same, because the sound of the letter /ك/ is almost similar to the sound of the letter /ق/ (Rohmatika 2023). The closeness of this articulation is presumably what makes Arabic learners mistaken in the pronunciation of a word that is transferred in writing. While the correct writing is *almusyarikun* with the meaning of “the participants”. The word is included in the *ism* category.

**The word الثامنة become السامنة**

The word *Al-Saminah* changes the sound of the letter ث to س because /ث/ in Indonesian is symbolized by the letter /tsa/, while /س/ is symbolized by the letter /sa/ which is a light thin sound. The letter /sa/ is more often encountered in Indonesian so it is easier to pronounce than /tsa/ it is also caused by the location of the adjacent articulation, namely /ث/ is at the top between the tip of the tongue meeting the two incisors (the tips of the upper front teeth), while the location of the adjacent articulation also affects the mispronunciation of these two letters. The articulation location of the letter س is on the tip of the tongue facing and approaching between the two incisors (upper and lower) first the upper one (Masyithoh and Aziz 2023).

Through the researcher's observation. This causes learners to be more likely to pronounce the letter *sa* compared to *tsa*, because in Indonesian the letter س is more widely used and pronounced in everyday language, in contrast to the letter ث which is only owned in Arabic letters so that this affects the error of writing the appropriate and correct letters.

**2. Two or More Types of Errors**

Two or more types of errors were found, including;

**Table 5. Examples of Two or More Error Forms**

الأخطاء	الأصحاء
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المحاضرون	المحدرون
حيا	هي
الأعزاء	العزاء

The word المحاضرون become المحدرون

The word *Al-Muhadirun* in the sentence “*Al-Muhadhirun Al-Kiram*” has two types of errors. The first error is the change of the letter ض / *dho* / to د, the second error is the lack of vowels after *ha*, namely *alif*. The change of the letter *dal* to *dho* is both consonant letters Apicodental is pronunciation through the tip of the tongue in collaboration with the upper teeth, touching it. The closeness of the sound causes errors in pronunciation and writing.

The second error is the subtraction of the vowel "ا" or *alif* which previously had a *fathah harakat*. The vowel "ا" or *alif* and the *fathah* plaque are front, low, and unrounded vowels. This vowel is made with the lowest part of the tongue located in a medium position in the oral cavity. The existence of low vowels allows students not to read them in a sentence. The correct writing is *Al-Muhadirun* which means “the audience” this word is included in the *ism* category.

The word حيا become هي

The word *Haya* has two types of writing errors. The first error is the change of the letter *h* to *ha*, the second error is the lack of a vowel letter after *ya'*, namely *alif*. The change of the letter *h* to *ha* often occurs because the pronunciation of the letter *ha* is commonly pronounced in Indonesian. The articulation location of the letter ح is in the middle of the throat, while the letter ه is at the base of the throat or lower throat and both are slightly different in pronunciation, namely the letter ح has a thin pronunciation, in contrast to the letter ه which has a heavier pronunciation.

Through the researcher’s observation, the error is due to the influence of first language habits (Wulandari 2020) which has an impact on pronunciation and writing.

The second error is the subtraction of the vowel "ا" or *alif* which previously had a *fathah harakat*. The vowel "ا" or *alif* and the *fathah harakat* are front, low, and unrounded vowels. This vowel is made with the lowest part of the tongue located in a medium position in the oral cavity. The existence of low vowels allows students not to read them in a sentence. The correct writing is *haya* which means "come" this word is included in the category of *mabni* letters.

### **The word الأعزاء become العزاء**

The word *Al-'iza* in the correct sentence is الأعزاء. The first is the change of the letter *hamzah* to *a'in*, the second is the lack of a vocal letter after the letter *za*. The changes in the two letters are influenced by the proximity of the location of the articulation sounds. The articulation location of the letter ع is in the middle of the throat, while the articulation location of the letter ا is at the base of the throat or the middle of the throat (Devi and Romadlon 2023).

Through the researcher's observations, the closeness in the sound of the voice resulted in errors in pronunciation and writing. The second error is the reduction of the vowel "ا" or *alif* which previously had a *fathah harakat*. The vowel "ا" or *alif* and the *fathah harakat* are front, low, and unrounded vowels. This vowel is made with the lowest part of the tongue located in a medium position in the oral cavity. The presence of a low vowel allows students not to read it in a sentence. The correct writing is *Al-Muhadirun* which means "the audience" this word is included in the *ism* category.

### **Factors behind Arabic Orthographic Errors**

Based on what has been mentioned earlier, orthography or writing systems are used to record and map the sounds in Arabic spoken by speakers, especially Arabic speakers. Writing is the result of the use of spoken language that adapts to sound patterns and changes that occur between the two letters (Darwin, Anwar, and Munir 2021).

The factors that influence errors in Arabic orthography or alphabets seem to be related to psycholinguistic and sociolinguistic dimensions (Al-Hamad and Mohamed n.d.). In the context of psycholinguistics, the process of Arabic language acquisition by students of the Arabic Language Education study program shows diverse variations. Of the 23 students sampled, 8 came from boarding schools, 10 from MAN/MA and 5 from SMAN/SMA.

In general, almost 85% of students have some experience of learning Arabic. Nonetheless, the learners often mix the first language and the second language. For example, one of the students or Arabic learners wrote the word "الزلمة" as "الظلمة". Upon observation, it turned out that the student was also wrong in the pronunciation of the word.

Researchers also conducted interviews and reviewed recorded data, showing that the students in question come from North Barito, Central Kalimantan, where they use various languages such as Dayak, Banjar, and some use Javanese in daily interactions. This condition has an impact on the process of acquiring and learning foreign languages, including Arabic, by these students.

From a sociolinguistic point of view, students or learners of Arabic are not only limited to one additional foreign language besides their mother tongue and second language, namely Indonesian. They are also involved in learning English, both in the past as students and now as university students. This phenomenon is often referred to as multilingualism, which refers to a person's ability to learn more than two languages.

This also presents challenges in the foreign language learning process, as highlighted by Abdul Chaer (Chaer and Agustina 2004) i.e. how well do the learners master the language they are learning in the midst of these languages, especially foreign languages? Are their achievements evenly distributed or are some more superior than others? Also, how much influence does one language have on the understanding and mastery of another?

From these questions, it can be seen that few are able to master all the languages studied. Based on observations, the majority of language learners tend to focus on one particular language, especially Arabic, even though they study in the Arabic

Language Education study program. However, they experience interference from factors (Wati and Asse 2023).

For example, the word "الأعزاء" become "العزاء" in pronunciation and writing. Based on research, multilingual learners want to acquire fluency in pronunciation and copy it in writing, but the fluency makes the spoken word inaccurate and loses meaning.

These kinds of factors seem to be the cause of orthographic errors in Arabic in the Arabic Language Education study program, Faculty of Tarbiyah and Teaching Sciences, IAIN Palangka Raya.

## **Conclusion**

In this study, several patterns of orthographic errors in Arabic speech texts of fourth-semester students of the Arabic Language Education study program at the Faculty of Tarbiyah and Teaching Sciences of IAIN Palangka Raya were identified.

First, there is one type of error which includes the addition of vowels, subtraction of vowels and consonants, subtraction of consonant punctuation, and letter changes. Second, there are two or more types of errors. Of the various patterns of errors, the most common error among fourth semester students of the Arabic Language Education study program at the Faculty of Tarbiyah and Teaching Sciences of IAIN Palangka Raya in the academic year 2023/2024 is the subtraction of vowels and consonants.

Meanwhile, the factors that become the background of orthographic errors include psycholinguistic and sociolinguistic. In the context of psycholinguistics, Arabic language acquisition by university students comes from various backgrounds, including from Islamic boarding schools, *Madrasah Aliyah*, *Tsanawiyah* and Public High Schools.

From a sociolinguistic perspective, the students belong to the category of multilingualism society who learn more than one foreign language besides Indonesian and their own local language. In addition, the regional origin of the students also affects the learning process of Arabic. This study is important because it provides an in-depth understanding of the types and causes of orthographic errors in Arabic

speech texts, which can be used to improve Arabic language teaching methods. By understanding the factors behind the errors, teachers can design more effective learning strategies to help students overcome orthographic errors. This study also opens up opportunities for further research on ways to overcome frequent orthographic errors and the influence of educational background and social environment on students' Arabic language skills. In addition, this research can be the basis for developing curriculum and teaching materials that are more in line with the needs of students in learning Arabic effectively.

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