



Language Errors in the Thesis Title of Arabic Education Students

Mukroji¹, Shobrun Jamil², Ahmad Taufiq^{3*}

¹ Arabic Education Study Program Universitas Islam Negeri Saizu Purwokerto, Indonesia

² Arabic Education Study Program Universitas Islam Negeri Saizu Purwokerto, Indonesia

³ Arabic Education Study Program Institut Agama Islam Negeri Pekalongan, Indonesia

Article Information:

Received : January 05, 2022

Revised : February 21, 2022

Accepted : May 01, 2022

Keywords:

Morphology; Kitabah; Syntax;
Professionalism

*Correspondence Address:

ahmad.taufiq@iainpekalongan.ac.id

Abstract: One of the main problems in language acquisition is the grammatical mastery of either *nahwu* or *sharaf*, as has happened in several cases, both in formal and non-formal educational institutions. The purpose of this paper was to find language errors in the students' thesis of Arabic Language Education Study Program which was prepared by using Arabic in UIN Prof. K.H. Saifuddin Zuhri Purwokerto. Content analysis and language error analysis based on Language Theory was used in this research that lied by Miles and Huberman. The study found that there were several forms of language errors in the morphology and syntax. Morphology is an error in grammatical arrangement. There were structure of *idafiyah* or compound words errors in 9 titles or 50%. Afterwards, *Na'at man'ut* and *hal* were found in 3 titles or 20%. Meanwhile, the semantics errors found that related to the use of standard words in 6 titles or 30% and the rest was related to inaccurate word choice or diction. Syntax errors in Arabic writing are very common. It has implications for several things, such as professionalism or the ability to master one form of expertise in Arabic other than *qira'ah* or *kitabah*.

How to cite:

Mukroji, Shobrun Jamil, and Ahmad Taufiq. "Language Errors in the Thesis Title of Arabic Education Students." *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 14, no. 1 (2022): 226-241. <https://doi.org/10.24042/albayan.v14i1.11376>

Introduction

This study aimed to analyze the form of language errors in the student thesis of the Arabic Language Education Department in UIN Prof. K.H. Saifuddin Zuhri Purwokerto. The urgency of this research was to analyze language errors and to provide solutions to the problem of Arabic errors, especially in the title of the thesis for several reasons, first; the title of the thesis is a realm that is easy to find, secondly; *masdar* is used frequently in the thesis title. The main titles become clear and easy references to find language weaknesses. Theoretically, this research contributed to develop a theory of language error analysis. Practically, this research contributed to overcome the problems in Arabic learning, especially in using *nahwu* skills. Hopefully, the research would help

to establish scientific standards and principles in developing the Arabic language learning curriculum in UIN Prof. K.H. Saifuddin Zuhri Purwokerto.

In the initial observation, several errors were found in the title of the students' Arabic thesis in UIN Prof. KH Saifuddin Zuhri Purwokerto in its syntax. The title of the thesis is *al-muhawalat al-mu'allim* (المُحَاوَلَاتُ). It was found that there was a syntactic error in the *idafah* form because there is an additional letter "al" (ال) in the word *muhawalat*. Despite it was *nahwiyah*, the correct sentence must be *muhawalat al-mu'allim* (مُحَاوَلَاتُ الْمُعَلِّمِ) which means "as an effort from a teacher". Then the syntax error in the form of *an-na't wa al-man'ut* can be seen in the title of the word *dar al-najat al-Hadisah* (دار النجاة الحديثة) where what should be *dar al-Najat al-hadis* without *ta marbutah* (دار النجاة الحديثة), which means "Modern Islamic boarding school". In the word *الحديثة* shows *mu'annas*, but it should be *al-ma'had muzakkar*. Then, the correct one should be *الحديث النجاة* which (الحديث) *na't* and (دار) *man'ut* mean "modern".

Syntax errors in *hal* can be seen in the word *al-sanah al-dirasah* (السنة الدراسة) which was found in 3 titles. The correct word must be *sanata al-dirasah* (سنة الدراسة) which the *sanah* word becomes *mansub* because of its position as *hal*. There is also an additional (في) word (السنة الدراسية) with the addition of "ya" character. Then, it becomes a word (السنة الدراسية). Meanwhile, errors in diction or word choice that was considered to the morphological category can be seen in the words of city names that should have been standardized, at least by the authorized department at UIN Prof. K.H. Saifuddin Zuhri Purwokerto like the words "Cilacap" (تشيلانشب) and "Cilongok" (تشيلوعوك). It also can be seen that language errors in the diction or the choice of

words that is not appropriate seen in the title *muqaranah musykilat al-Ta'lim al-Lugah al-'Arabiyya fi* (مقارنة مشكلة تعليم اللغة العربية في) it seems that there is a word *fi* (في), even though the title seems like a comparison. The correct particle must be added with *baina* (بين) that means "between".

Based on this condition, on the previous researches, there were similarities in language errors in Arabic. Toto Suharto and Ahmad Fauzi found some syntax errors in Arabic textbooks.¹ Lilis Suryani found a syntactic error in *Insyah* (*na'at man'ut, idafah, and muftada' khabar*) in eleventh grade of Muhammadiyah 3 Tulangan.² The similar case was found by Siti Maisaroh,³ Winaryanti in her thesis,⁴ Syaiful Rahimy Usop in his study.⁵ In the research conducted, there are similarities in the errors made such as *na't man'ut*, and *idafah*. However, that was the difference. In this research, the study was about an error in the title of the thesis. Meanwhile, in the previous study, it is more intense and specific even in the writing of textbook. Among of the several errors in the title, there were several grammatical errors which of course, if it was examined further about the contents of the thesis, it would be very possible to find other errors. The similarity of this research with Ilzam Kamauluddin's writing was the topic about several grammatical and syntactic errors in student thesis. The difference lies in the object. Kamauluddin emphasized the aspects of thesis writing.⁶ Meanwhile, in this study focused on the title of the thesis which had a significance to be researched for the sake of improvement in the next thesis, especially on the content or methodology, and others.

However, even though the previous researches above had several similarities in research which focused on some errors in Arabic. In this study, the focus was on finding the basic errors in a research title which distinguished this research from previous studies

¹ Toto Suharto, and Ahmad Fauzi. "Analisis Kesalahan Sintaksis dalam Buku Teks Bahasa Arab untuk Perguruan Tinggi Keagamaan Islam." *Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 4, no. 1 (2017): 20-37.

² Lilis Suryani. "Analisis Kesalahan Insyah' (Na't Man'ut, Idhofah, Dan Muftada' Khabar) Siswa Kelas XI SMA Muhammadiyah 3 Tulangan." *Doctoral Dissertation* (2018).

³ Siti Maisaroh. "Pengembangan Bahan Ajar Menulis Perspektif Analisis Kesalahan Bahasa Naskah Skripsi." *Miqlamah* 3, no. 2 (2021): 45-75.

⁴ Nur Wahidah Fitria. "Al-Akhta' fi Kitabah al-Tarkib al-Idafiyyah wa al-Tarkib al-Wasfiyyah fi al-Rasail al-Jami'iyah." *Thesis* (2019).

⁵ Syaiful Rahimy Usop. "Analisis Kesalahan Nahwu di dalam Penulisan Skripsi pada Mahasiswa Jurusan Pendidikan Bahasa Arab Universitas Islam Negeri Antasari di Banjarmasin (Studi Analisis Kesalahan)." *Doctoral dissertation* (2021).

which was more advanced such as the writing *insya'* or composition of Arabic words by Suryani Lilis or the detail in the Arabic language guidebook, by Toto Suharto and Ahmad Fauzi. Another example was about the errors found in the practice of Arabic learning by Nur Wahidah. Eventually, it could be concluded that the discussion in this research emphasized on the errors in the title of the thesis which was certainly different from previous research. The similarity was in the methodology used in obtaining the results of this research.

Based on the previous researches above, the research on this topic is beneficial to be studied and analyzed further into scientific research. The title that is accurate and in accordance with the *nahwu* rules would be a determining factor in writing the content or theme according to the title. The quality of Arabic learning in UIN Prof. K.H. Saifuddin Zuhri Purwokerto became even more improved. The results of this study also really need to be continued to find the causes of errors in this language such as the pattern of lecturer guidance, the influence of graduates on the ability to write thesis titles which in accordance with the rules of Arabic writing.

Methods

This research was a qualitative research with library research method on language errors. The research began with an observation technique or an observational study and recording in Arabic thesis titles. The observation data was then considered to get an assessment in a multilevel scale.⁷ In this case, from 33 Arabic theses titles, 18 titles had language errors. The type of this research was library research with an approach qualitative research to analyze. There were two sources of data. First, the primary data which was the title of the thesis had been verified as many as 18 titles. Second, the secondary data that was described came from books or writings in journals related to research. Then, the supervisor and students were confirmed to get the results of the analysis.

After observations were made, the data were analyzed linguistically by Hendry Tarigan, mainly in the fields of syntax and morphology. The data analysis technique applied the opinion of Miles and Huberman in the data reduction or a summary of the

⁶ M. Ilzam Kamaludin. "Kesalahan Sintaksis pada Skripsi Mahasiswa S1 UIN Sunan Kalijaga Yogyakarta." *An-Nas* 3, no. 1 (2019): 52-65.

⁷ Suharsimi Arikunto. *Prosedur Penelitian: Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2006).

main things. The language errors and focus on the things that are important especially errors in syntax and morphology. The next step was the presentation of qualitative data where the data was described in narrative text. The last step was drawing conclusions or verifying, which was an advanced stage that the conclusions from the data findings were drawn.⁸

As stated above, the analysis of morphological and syntactic errors in the title of the student thesis of the Arabic Language Education Study Program is carried out in 5 stages, such as collecting, identifying errors, explaining errors, classifying, and ranking errors, and evaluating errors. To make it easier to identify these errors, the data obtained were sorted based on two things, namely (1) the Arabic word division system, (2) the Arabic sentence division system. As it is known that the division of words in Arabic includes *ism*, *fi'il* and *huruf*. Meanwhile, the sentences in Arabic are broadly divided into two, *ismiyah* and *fi'liyah*. To facilitate identification, classification and analysis, tabulation was used by entering words and sentences into table groups, whether they were categorized as *isim*, *fi'il*, or *huruf*, or as *ismiyah* and *fi'liyah*. The results of the analysis of morphological and syntactic errors in the abstracts of students of the Arabic Language Education Study Program could be analyzed further.

The data that had been collected was analyzed using qualitative analysis.⁹ Analysis of Arabic syntax errors in thesis writing was carried out by content analysis, which was a type of research method by conducting an in-depth discussion of the data through several steps below: (1) Identification of Errors. It is the activity of reading word for word against the thesis carefully and thoroughly, then determining errors by recording in tables and systematically arranged and also making corrections of these errors. (2) Error Classification, it is the activity of finding out the errors that have been collected from the data, then classified into the appropriate Arabic syntax category based on the error. (3) Explanation of Errors, it is the activity of explaining the errors in the Arabic syntax category. The description included examples and the location of the error.

⁸ Afrizal. *Metode Penelitian Kualitatif* (Jakarta: Rajawali, 2015), 180.

⁹ Hendry Guntur Tarigan. *Pengajaran Analisis Kesalahan Berbahasa*, (Bandung: Angkasa, 2011).

Results and Discussion

According to the data, it was found that several language errors both were syntactic and semantic errors. From the syntactic errors, it was found three forms of syntax such as *idafah*, *na't manut* and *hal*.

Table 1. Syntax Error in *Idafah*

No.	Thesis Title	Incorrect	Correct sentence
1	المحاولة المعلملمتنتمية مهارة القراءة بكتاب الاجرومية بمدرسة المتوسطة منهاج الطلبة السنة الدراسية ٢٠١٩	المحاولة المعلم	محاولة المعلم
2	تحليل الكتاب المدرسية للغة العربية "لغتنا الحبيبة" في المدرسة الابتدائية الإرشاد الإسلامية برووكرتو	تحليل الكتاب المدرسية	تحليل الكتاب المدرسي
3	دور وسائل السمععية البصرية في ترقية دافعة الطلاب لتعلم اللغة العربية في الفصل السابع بالمدرسة المتوسطة الاسلامية الحكومية الاولى بورباليانجا	دور وسائل السمععية البصرية	دور الوسائل السمععية
4	تأثير تعليم النحو على المهارة القراءة في الفصل الثامن بالمدرسة الثانوية الإسلامية تنبيه الغافلين باوع بنجانينكارا	المهارة القراءة	على مهارة القراءة
5	التحليل التقابلي في اللغة العربية العامية والفصحفي أليوم ماهرزين ودوره في تعليم المفردات اللغة العربية	تعليم المفردات اللغة العربية	تعليم مفردات اللغة العربية
6	تطبيق الكتاب العربية للننا شنين لتعليم مهارة الكلام بمعهد التوجيه الثاني ليلير كباسين بانيوماس	تطبيق الكتاب العربية	كتاب العربية
7	دور تعليم النحو الواضع لترقية كفاءة اللغة العربية لطلاب الفصل الثالث بمعهد التربية الإسلامية الحديثة الدارالنجاة بروواتان بومي ابو بريس	الدارالنجاة	دارالنجاة
8	تحليل تقابلي لأصوات اللغة العربية والجاوية التشلا تشبية في محادثة طلاب المعهد دار القراء كاووعانتين تشلانشب	تحليل تقابل أصوات dan الكلام اللغة العربية	التحليل التقابلي في أصوات اللغة dan الكلام اللغة العربية
9	استر اتيجية المعلم في تطور مهارة الكلام اللغة العربية بطريقة الإنشاء للطلاب الفصل الثالث من المدرسة المتوسطة بمعهد التربية الإسلامية الحديثة دارالنجاة بومي ابو بريس	للطلاب الفصل	لطلاب الفصل

According to table 1, there were 9 cases of syntactic errors in the form of *idafah* or compound words. In the first title in the sentence *المحاولة المعلم*, the word was incorrect in the context of *idafah* which the correct one should be *محاولة المعلم*. The word (*محاولة*) without (*ال*) and the vowel (*dammah*) should be used (*ال*) as *mudaf ilaih* with *kasrah*, as well as in the *wasaili as-sam'iyyah* (*دور وسائل السمععية*) which means

hearing aids, from the word *wasail* there should be a word (ال) because it is an adjective formed because there is "ya" or *al-ya al-Nisbiyah*. Hence, the correct one must be *dauru al-Wasail al-Samiyyah* (دورالوسائل السمعية) which means hearing aids. In the fourth title, there was an error in the word *al-maharah al-qira'ah*. The correct one should be without (ال) and turned to be *maharah al-qira'ah*, which *maharah* became *mudaf* and *qira'ah* became *mudaf ilaihi*.

In the fifth title, it also showed that there was an error in *idafiyyah* in the sentence "*ta'lim al-mufradat al-lugah al-'Arabiyyah*". *Al-mufradat* should not have (ال) because it was *mudaf ilaih majrur* from the word *ta'lim*, and also becomes *mudaf majrur* for the next word *al-lugah al-'Arabiyyah* so that the correct sentence should be *ta'lim mufradati al-lugati al-'Arabiyyati*. In the sixth title, it was also seen that there were errors in *idafiyyah* which *tatbiq al-kitab al-'Arabiyyah*. It had two errors in *idafi* and *sifatiyyah*, because what should be *al-kitab al-'Arabiyyati*, which the *kitab* became *mudaf* and *'arabiyyah* became *mudaf ilaihi*, as well as in the seventh, eighth and ninth titles. The *idafah* was a combination of two *ism* which usually made new meanings. The first word was *mudaf* and the second word was *mudaf ilaihi*. In the rules of Arabic grammar, *tawabi'* consisted of four types, namely *al-Na't*, *al-'A'f*, *al-Taukid* and *al-Badal*. *Al-Na't* was also called *الصفة* or *الوصف* which meant *sifat/ character*.¹⁰

Syntax errors related to the arrangement of *na'at* and *man'ut* can be seen in the following table:

¹⁰ Abbas Hasan. *Al-Nahw Al-Wafiy* (Dar Al-Ma'arif, T.T), 43.

Table 2. Syntax Error in *Na'at Man'ut*

No.	Thesis Title	Incorrect	Correct sentence
1	التحليل التقابلي الفونولوجيا بين اللغة العربية و اللغة الإندونيسية وعقيبتها في تعليم اللغة العربية المدارسين الإندونيسين	التحليل التقابلي الفونولوجيا	<u>التحليل التقابلي الفونولوجي</u>
2	دار النجاة دورالتعزيز في تعليم اللغة العربية بمعهد دار النجاة الحديثةالإسلامي برواتان بومي ابو بربيس	دار النجاة الحديثة	<u>النجاة الحديثالإسلامي</u>
3	تحليل الكتاب المدرسية اللغة العربية "لغتنا الحبية" في المدرسة الإبتدائية الإرشاد الإسلامية ١ برووكرتو	تحليل الكتاب المدرسية	<u>تحليل الكتاب المدرسي</u>
4	التحليل التقابلي في اللغة العربية العامية والفصحفي اليوم ماهرزين ودوره في تعليم المفرداتاللغة العربية	والفصحى	<u>والفصحية</u>
5	تحليل تقابليأصوات اللغة العربية والجاوية التشلا تشبية في محادثة طلاب المعهد دار القراء كاووعانتين تشلانشب	تحليل تقابل أصوات	التحليل التقابلي في أصوات اللغة or تحليل تقابلي أصوات

According to table 2, the title (تحليل الكتاب المدرسية اللغة العربية "لغتنا")

contains an error in the word (الحبية" في المدرسة الإبتدائية الإرشاد الإسلامية ١ برووكرتو *al-kitab al-Madrasiyya* which the word *al-kitab* is *muzakkar* and becomes *man'ut* while *al-Madrasiyyah* is *muannas* so that it becomes *tarkib nisbiyyah* with *ya al-Nisbiyyah*. Then, the correct sentence should be *al-Kitab al-Madrasiy* and becomes *al-Tarkib al-Sifatiy al-Muzakkari* or *al-Tarkib al-Na'ti*. *Al-Na'at* is to explain the meaning of the previous word which contained the meaning of nature so that it can be used to explain the nature of a person, or something related to it. *Al-Na'at* in Arabic grammar was a type of *tawabi'* or *ism* which follows the previous *isim*, by following its *i'rab*, whether *rafa'*, *naṣab*, or *jar*. *Al-na'at* was divided into two parts, namely *al-Na't al-Haqiqi* and *al-Na'at al-Sababi*.

Syntax category language errors in *hal* can be seen in the following table:

Table 3. Syntax Error in *Hal*

No.	Thesis Title	Incorrect	Correct sentence
1	المحاولة المعلملتنمية مهارة القراءة بكتاب الاجرومية بمدرسة المتوسطةمنهاج الطلبة السنة الدراسة ٢٠١٩	السنة الدراسة	<u>في السنة الدراسية</u> OR <u>سنة الدراسة</u>
2	مشكلات تعليم مهارة الكلام لطلاب الفصل الثامن بمدرسة محمية المتوسطة بورووكرتو الشرقية يانوماس السنة الدراسة ٢٠١٩ - ٢٠٢٠	السنة الدراسة	<u>في السنة الدراسية</u> OR <u>سنة الدراسة</u>
3	تطبيق بربرنامج النادي العربي في تحسين مهارة الكلام لطلاب المدرسة الإبتدائية الإسلامية النموذجية موتيثاراهاتي بورووكرتو السنة الدراسية ٢٠١٩/٢٠٢٠	السنة الدراسة	<u>في السنة الدراسية</u> OR <u>سنة الدراسة</u>

Hal is an *ism al-Nakirah Mansub* which described the state of *fa'il* or *maf'ul* when an event occurs. *Fa'il* or *maf'ul* described in *hal* is called *sahibul hal* and *sahibul hal* should be *ma'rifah*. In the table 3, the error that often appeared was in the word *al-Sanah al-Dirasah* which when it became *hal*. Then, the correct structure must be *sanata al-Dirasah*, which the word *sanah* must be *fathah /a/* and defined becomes *hal* and also *mudaf* while the word *al-Dirasah* became *mudaf ilaihi majrur*. It was also correct when word *al-Sanati al-Dirasiyyah* became *na'at man'ut* with the addition of the word *fi* in front of the word *al-Sanah al-Dirasiyyah* so it become *majrur* and *na'at man'ut majrur* which means "the school" or "academic year".

Then, there were two forms of morphological errors in students' thesis title whether in the selection of additional words and related to non-standard word writing there were 2 cases which can be seen in table 4.

Table 4. Analysis of Morphological Errors in non-Standard Words and Inaccurate Diction

No.	Thesis Title	Incorrect	Correct sentence
1	تطبيق استراتيجيات التعليم التعاوني بنوع جيكسو للفصل العاشر في تعليم اللغة العربية بالمدسة الثانوية الحكومية الأولى شلاشف	شلاشف	Standard words
2	دور النادي العربي في اكتساب مهارة الكلام لطلاب مدرسة معارف لهضة العلماء الثانوية الإسلامية تشيلوعوكيايomas	تشيلوعوك	Standard words
3	مقارنة مشكلة تعليم اللغة العربية فيالفصل العادي والفصل المكشف بالجامعة الإسلامية الحكومية بورووكرتو	في	inaccurate diction the correct one is بين

From the table 4, it can be seen that there were two city mentioned, namely Cilacap (شلاشف) and Cilongok (تشيلوعوك) that do not have standard words. Meanwhile, in the choice of the word *fi* as in the third title, there was an inaccuracy in the choice of words. The accurate word must be *baina* or "between" because in the first word, the word *muqaranah* or "comparison" was written. Then, it should be "between" not "inside". With this language error, according to Tarigan, this is known as morphological error.

From the table, it can be seen that there were two forms of language errors, namely errors in the semantic and morphology. First, semantic errors include three forms in *Idafah* or compound words in as many as 9 of the 18 titles or as much as 56 percent. Errors related to *na'at* and *man'ut* 6 cases or as much as 40 percent and those related to *al*

as many as 3 cases or 20 percent. Second, errors in the morphology field which consist of two forms, namely 1 case related to the form of diction or incorrect choice of letters between *fi* and *baina* and 2 morphological cases in word writing that have not been standardized by the institution, namely the words “Cilongok” and “Cilacap”.

The mistakes made by students of the Arabic Language Education Study Program UIN Saizu Purwokerto in syntax were closely related to the relationship to determine the position of words. It was also mentioned by Ihda that syntactic errors were centered on discussing the relationship between one word and another, so that it becomes a unified sentence that can be understood correctly. There are 3 parts of syntax in Arabic, namely *ism* (words or nouns), *fi'il* (verbs) and *huruf* (complements). According to Corder, an incorrect code in language is a language error. It refers not only to the physical aspect, but also to the lack of understanding, knowledge, and mastery of the code itself. The learner of the second language has not fully internalized the rules of the second language. Nurkholis stated that some language errors in Arabic are very natural and varied.¹¹ According to Arifatun, errors that occurred in *tarakib* research in a title may cause misunderstanding in the meaning of the sentence and the structure itself.¹² Even *sima'i* or *tasmi'* in the use of titles in a speech will also be known by Arabic linguists.

In Gajah Mada University, the omission errors were highly occurred. There were the omission of the main elements, both *mubtada`*/subject and *khobar*/predicate, omission of prepositions, and omission of *ism al-mausul* as a part of phrase formation, errors in adding *ism al-maussul*, and mistakes in choosing words that have a plural meaning. Even Dulay argued that it is an integral part in learning a second language as well as in the acquisition of a first language.¹³ Errors often occur in syntax because Arabic has a complicated morphology. It is very inflectional and the word order is very flexible and often used clitics attached to words.¹⁴ In Alhajailan's dissertation, it was stated that errors in morphology were caused by interlanguage errors that reached was

¹¹ Nurkholis Nurkholis. “Analisis Kesalahan Berbahasa dalam Bahasa Arab.” *Al-Fathin: Jurnal Bahasa dan Sastra Arab* 1, no. 01 (2018): 10-21.

¹² Novia Arifatun. “Kesalahan Penerjemahan Teks Bahasa Indonesia ke Bahasa Arab Melalui Google Translate (Studi Analisis Sintaksis).” *Lisanul' Arab: Journal of Arabic Learning and Teaching* 1, no. 1 (2012): 1–6.

¹³ Ahmad Mufarih Hasan Fadly. “Kesalahan Gramatika Bahasa Arab (Studi Kasus Tulisan Al-Ikhtisar Mahasiswa Sastra Arab UGM).” *Lisanul' Arab: Journal of Arabic Learning and Teaching* 2, no. 1 (2018): 25-56.

¹⁴ Asma Moubaidin, Abeer Tuffaha, Bassam Hammo, and Nadim Obeid. “Investigating The Syntactic Structure Of Arabic Sentences.” In *2013 1st International Conference on Communications, Signal Processing and Their Applications*, (2013): 1-6.

articles (41%), then by pronouns (25%), nouns (23%), and prepositions (8%). Najah found 68 semantic errors, especially lexical semantic errors.¹⁵ Lexical semantic errors are classified into two parts, namely ambiguity of meaning and collocation.¹⁶

Haniah saw that in the students' thesis of UIN Alaudidin Makassar, there were errors in writing hamzah at the beginning of the word in *hamzah qat'i* and *hamzah wasl*, as well as in the middle of the word, namely the misplacement of the *alif*, *waw*, or *nibrah* under *hamzah*.¹⁷ Grammatical errors in Arabic also occur not only in Undergraduate thesis but also in Postgraduate dissertation as stated by Yaseen: These errors can be explained by interference from the L1 and another contributing factor is the limited use of some strategies, such as repetition and confirmation.¹⁸

In the dissertation of Jean Nicolas Druel, Radboud University Nijmegen; Numerals in Arabic grammatical theory: An impossible quest for consistency? discussing grammatical errors in Arabic is very important because grammatical errors make the semantic meaning out of tune with the real meaning.¹⁹ Dedeng Rosyidin Yayan Nurbayan, Kurnia Nurul Falah found errors in the thesis of UPI students based on the position and *i'rab*, the errors consisted of *marfu'at*, *mansubat* and *majrurat*. The errors consisted of *murakkab idafi*, *murakkab wasfi*, and *murakkab isnadi*. The error was found in students' thesis of Arabic Language Education Department FBPS UPI.²⁰ Christopher Paul Stewart B.A, concluded that one of the errors in including *na'at* and *man'ut* was due to the lack of distinguishing between the *sifat* and *mausuf*. The phrase created between *ifa* and *is mausuf acs* as *ifa* to the first entity, the *man'ut*, thereby giving it the quality of being *mausuf*. Maimunah found errors in this book that there were errors in *Qawa'id*

¹⁵ Zughrofiyatun Najah, and Arizka Agustina. "Analisis Kesalahan Semantik pada Skripsi Mahasiswa Jurusan Pendidikan Bahasa Arab UIN Raden Intan Lampung." *Al-Fathin* 3, no. 1 (2020): 1–12.

¹⁶ Zulkarnain Zulkarnain, and Siti Fatimah. "Kesehatan Mental dan Kebahagiaan: Tinjauan Psikologi Islam." *Mawa'izh: Jurnal Dakwah dan Pengembangan Sosial Kemanusiaan* 10, no. 1 (2019): 18–38.

¹⁷ Haniah Haniah. "Analisis Kesalahan Berbahasa Arab pada Skripsi Mahasiswa Jurusan Bahasa dan Sastra Arab." *Arabi: Journal of Arabic Studies* 3, no. 1 (2018): 23-34.

¹⁸ Ahmed Abdoulzhray Yaseen, Kemboja Ismail, and Yasin Mohamad Subakir Mohd. "Syntactic Errors in an Arab EFL Postgraduate Student's Spoken English during a Thesis Supervision Session." *Arab World English Journal* 9 (2018).

¹⁹ Jean Nicolas Druel. *Numerals In Arabic Grammatical Theory: An Impossible Quest for Consistency*, (2012).

²⁰ Dedeng Rosyidin Nurbayan, Yayan Nurbayan, and Kurnia Nurul Falah. "Grammatical Error of Arabic Language in Student Thesis Department of Education Arabic Language FBPS UPI/Kesalahan Nahwu Bahasa Arab dalam Skripsi Mahasiswa Departemen Pendidikan Bahasa Arab FBPS UPI." *Ijaz Arabi Journal of Arabic Learning* 3, no. 2 (2020).

Nahwu especially in *Maf'ul bih*, *Na'at Man'ut*, *Ism Ghayr Munsarif*, *al-Hal*, *Idhafah*, *Khabar Kana*.²¹

Syntax or *nahwu* science discusses the rule and the position of words contained in sentences or texts, sentence division and so on.²² However, if there is a grammatical error in the title, it will have an impact on the knowledge that will be taught to students at the primary or secondary level as Ramahman, Sutri, and Miftahur Rohman. It was stated that there was a grammatical error in the Arabic textbook in the Madrasah Aliyah Curriculum 2013.²³ In the same research, there was also morphosyntax errors in the Arabic Digital Textbook of eleventh grade class in Madrasah Aliyah of the Ministry of Religion in 2020.²⁴ Indeed, it must be admitted that errors in language, especially grammatically, can be known by experts who fully understand Arabic, so that in *muhadasah* or conversations that are *amiyah* and *fusha* will be categorized. Taufiq and Mirwan Ahmad in their research concluded that there were some errors in speech.²⁵ It should be noted there must be *sharaf* subject significantly to help them in correctly determining the *harakah* and determine the rule of *i'rob* according to the its position.

Thus, the occurrence of semantic and morphological errors contained in the student thesis of UIN Saizu Purwoketo was systematic based on their level of ability in Arabic. Mohammad Ainin stated that in analyzing a language there are two terms, namely mistake and error. Mistakes in language are more often caused by physical factors, while language errors is caused by systematic, consistent, and the learner's ability to a particular language.²⁶ Systematic errors in semantics have similarities with the research done by Ida Latifatul Umroh at Darul Ulum University Lamongan. It was found that the title of the student thesis, morphological errors were found in using language due

²¹ Mamnunah Mamnunah, Maman Abdurrahman, and Asep Sopian. "The Error Analysis of Arabic Grammar in The Kalamuna Book." *Arabi: Journal of Arabic Studies* 6, no. 2 (2021): 158-166.

²² Ahmad Hafidz Abdullah, and Ana Fitriyana. "Analisis Kesalahan Sintaksis dan Morfologi pada Video Lomba Debat Bahasa Arab." *El-ibtikar: Jurnal Pendidikan Bahasa Arab* 10, no. 1 (2021): 53-74.

²³ Achmad Syaifuji, Ita Nur Istiqomah, and Muhammad Alfian. "Analisis Morfosintaksis Buku Ajar Digital Bahasa Arab Kelas X Madrasah Aliyah Kementerian Agama Tahun 2020." *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan* 6, no. 6 (2021): 901-912.

²⁴ Sutri Ramah and Miftahur Rohman. "Analisis Buku Ajar Bahasa Arab Madrasah Aliyah Kurikulum 2013." *Arabiyatuna: Jurnal Bahasa Arab* 2, no. 2 (2018): 141-160.

²⁵ Rizka Fuadiyah and Mirwan Akhmad Taufiq. "Analisis kesalahan teks buku Pendidikan Bahasa Arab di madrasah." *An-Nabighoh Journal of Arabic Language Education and Learning* 22, no. 2 (2020): 151-168.

²⁶ Moh. Ainin. *Analisa Bahasa Pembelajar Bahasa Arab sebagai Bahasa Asing, Kajian Analisis Kontrastif Kesilapan dan Koreksi Kesilapan.* (Malang: Misykat, 2011), 55.

to incorrect affixes, incorrect composition of compound words, and incorrect arrangement of compound words, and incorrect choice of words or diction.²⁷

The existence of syntactic errors for 'Abdullah al-Rabi' and 'Abdul 'Aziz 'Allam as language errors are internal in every use of language both orally and in writing, or can be divided into two categories, namely categories in the field of skills and errors in the field of linguistics in when listening, speaking, reading, and writing, then errors in the field of linguistics include sound system, word form, and sentence structure or more precisely called syntax. Based on the error analysis introduced by Hendry Tarigan, based on the frequency of language errors, it can be classified into the most frequent, frequent, moderate, and less of language errors. The errors that often appeared were *idafiyyah* and *na'tiyyah*.

Thus, it can be concluded that in the linguistic setting, language errors are classified into: language errors in the fields of phonology, morphology, syntax (phrases, clauses, sentences), semantics, and discourse. Morphology is related to word forms, morphology is also related to phonology (which shows how words are pronounced), and is also related to lexical studies because the studied patterns studied by morphology are used to form new words. Syntactic errors include the rule and the position of words contained in sentences or texts, sentence divisions and so on or in the Arabic grammatical perspective, both from the morpheme review, and the position of words in Arabic sentences or texts. Mention that the ability to learn *nahwu* is considered an absolute requirement to understand classical Arabic texts/words that do not use vowels and other punctuation marks.

This research had implications for several things, including the importance of serious learning and guidance on the title carried out by the thesis supervisor. Second, to the theoretical treasures of the Arabic language that the Arabic language structure had several challenges in understanding grammatical rules. It must be taught as well as possible with training on these grammatical rules so that they do not make a mistake. If it was left unchecked, it would have an impact on errors like those described above. In the previous research, especially if the Arabic department taught something incorrect, it would continue to happen. The third implication was for the alumni of the Arabic

²⁷ Ida Latifatul Umroh. "Analisis Kesalahan Berbahasa Arab Mahasiswa Universitas Islam Darul 'Ulum Lamongan Jurusan Pendidikan Bahasa Arab." *Dar el-ilmi: Jurnal Studi Keagamaan, Pendidikan dan Humaniora* 5, no. 2 (2018): 68-92.

Language Education Study Program who have to learn a lot to improve their knowledge in Arabic.

The limitation of this research was limited to examining the title in the thesis in Arabic, there is a high possibility that if this research would be continued in a complete thesis. There will be more errors found that have similarities with the results or more. It is possible that the research will produce studies on the guidance methods carried out by the supervising lecturers or the guidance patterns carried out by the lecturers. The research related to the grammatical abilities possessed by students with educational backgrounds in Islamic boarding schools or not in Islamic boarding schools. It is possible that this research will be very well done by researchers who are very concerned about criticism in Arabic which includes methods, curriculum, teaching patterns and so on.

Conclusion

From the explanation, it can be concluded that in the final writing or student thesis, it can be concluded that there are several syntactic errors in the form of errors in the form of *Idafah*, *na'at* and *man'ut* and *hal*, while the second type of language error was in the field of morphology including: errors in diction or choice of words and the use of standard words that have not been standardized by the authorities at UIN Saizu Purwokerto. Among the shortcomings in this study, there were several aspects that must be studied more deeply. The weaknesses in the title of the thesis become less challenging to be studied more deeply, but that is the hope that there can be other research related to this theme.

Acknowledgment

On this occasion, the authors would like to thank the Chancellor of UIN Saizu Purwokerto, the Dean of the Faculty of Tarbiyah and Teacher Training, and in particular the Chair of the Arabic Language Education Study Program who had given the opportunity to conduct interviews and research related to the themes that have been carried out.

Author Contributions Statement

MM, SJ and AT contributed to conceive of the presented idea. AT and MM helped to develop the theory and verified the research methods. SJ performed the data

collections and computations. MM, SJ encouraged AT to investigate a specific aspect of research and MM supervised the findings. All authors discussed the results and contributed to the final manuscript.

References

- Abdoulzhraa Yaseen, Ahmed, Kemboja Ismail, and Yasin Mohamad Subakir Mohd. "Syntactic Errors in an Arab EFL Postgraduate Student's Spoken English during a Thesis Supervision Session." *Arab World English Journal* 9 (2018).
- Abdullah, Ahmad Hafidz, and Ana Fitriyana. "Analisis Kesalahan Sintaksis dan Morfologi pada Video Lomba Debat Bahasa Arab." *El-ibtikar: Jurnal Pendidikan Bahasa Arab* 10, no. 1 (2021): 53-74.
- Afrizal. *Metode Penelitian Kualitatif*, Jakarta: Rajawali, 2015.
- Ainin, Moh. Analisa Bahasa Pembelajar Bahasa Arab sebagai Bahasa Asing, Kajian Analisis Kontrasif Kesilapan dan Koreksi Kesilapan." Malang: Misykat, 2011.
- Arikunto, Suharsimi. *Prosedur Penelitian : Suatu Pendekatan Praktek*, Jakarta: Rineka Cipta, 2006.
- Druel, Jean Nicolas. *Numerals In Arabic Grammatical Theory: An Impossible Quest for Consistency*, 2012.
- Fadly, Ahmad Mufarih Hasan. "Kesalahan Gramatika Bahasa Arab (Studi Kasus Tulisan Al-Ikhtisar Mahasiswa Sastra Arab UGM)," *Lisanul' Arab: Journal of Arabic Learning and Teaching* 2, no. 1 (2018): 25-56.
- Fitria, Nur Wahidah. "Al-Akhta' fi Kitabah al-Tarkib al-Idafiyyah wa al-Tarkib al-Wasfiyyah fi al-Rasail al-Jami'iyah." *Thesis* (2019).
- Fuadiyah, Rizka and Mirwan Akhmad Taufiq. "Analisis kesalahan teks buku Pendidikan Bahasa Arab di madrasah." *An-Nabighoh Journal of Arabic Language Education and Learning* 22, no. 2 (2020): 151-168.
- Haniah, Haniah. "Analisis Kesalahan Berbahasa Arab pada Skripsi Mahasiswa Jurusan Bahasa dan Sastra Arab." *Arabi: Journal of Arabic Studies* 3, no. 1 (2018): 23-34.
- Kamaludin, M. Ilzam. "Kesalahan Sintaksis pada Skripsi Mahasiswa S1 UIN Sunan Kalijaga Yogyakarta," *An-Nas* 3, no. 1 (2019): 52-65.
- Maisaroh, Siti. "Pengembangan Bahan Ajar Menulis Perspektif Analisis Kesalahan Bahasa Naskah Skripsi." *Miqlamah* 3, No. 2 (2021): 45-75.
- Mamnunah, Mamnunah, Maman Abdurrahman, and Asep Sopian. "The Error Analysis of Arabic Grammar in The Kalamuna Book." *Arabi: Journal of Arabic Studies* 6, no. 2 (2021): 158-166.

- Moubaidin, Asma, Abeer Tuffaha, Bassam Hammo, And Nadim Obeid. "Investigating The Syntactic Structure Of Arabic Sentences." In *2013 1st International Conference On Communications, Signal Processing And Their Applications*, (2013): 1-6.
- Najah, Zughrofiyatun, and Arizka Agustina. "Analisis Kesalahan Semantik pada Skripsi Mahasiswa Jurusan Pendidikan Bahasa Arab UIN Raden Intan Lampung." *Al-Fathin* 3, no. 1 (2020): 1–12.
- Nurbayan, Dedeng Rosyidin, Yayan Nurbayan, and Kurnia Nurul Falah. "Grammatical Error Of Arabic Language In Student Thesis Department of Education Arabic Language FBPS UPI/ Kesalahan Nahwu Bahasa Arab dalam Skripsi Mahasiswa Departemen Pendidikan Bahasa Arab FBPS UPI." *Ijaz Arabi Journal of Arabic Learning* 3, no. 2 (2020).
- Nurkholis, Nurkholis. "Analisis Kesalahan Berbahasa dalam Bahasa Arab." *Al-Fathin: Jurnal Bahasa dan Sastra Arab* 1, no. 01 (2018): 10-21.
- Rahimy, Usop Syaiful. "Analisis Kesalahan Nahwu di dalam Penulisan Skripsi pada Mahasiswa Jurusan Pendidikan Bahasa Arab Universitas Islam Negeri Antasari di Banjarmasin (Studi Analisis Kesalahan)." *Doctoral dissertation* (2021).
- Ramah, Sutri, and Miftahur Rohman. "Analisis Buku Ajar Bahasa Arab Madrasah Aliyah Kurikulum 2013." *Arabiyatuna: Jurnal Bahasa Arab* 2, no. 2 (2018): 141-160.
- Suharto, Toto, And Ahmad Fauzi. "Analisis Kesalahan Sintaksis dalam Buku Teks Bahasa Arab untuk Perguruan Tinggi Keagamaan Islam." *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 4, No. 1 (2017): 20-37.
- Suryani, Lilis. "Analisis Kesalahan Insha' (Na't Man'ut, Idhofah, Dan Muftada' Khobar) Siswa Kelas XI SMA Muhammadiyah 3 Tulangan." *Doctoral Dissertation* (2018).
- Syaifuji, Achmad, Ita Nur Istiqomah, and Muhammad Alfian. "Analisis Morfosintaksis Buku Ajar Digital Bahasa Arab Kelas X Madrasah Aliyah Kementerian Agama Tahun 2020." *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan* 6, no. 6 (2021): 901-912.
- Tarigan, Hendry Guntur. *Pengajaran Analisis Kesalahan Berbahasa*, Bandung: Angkasa, 2011.
- Umroh, Ida Latifatul. "Analisis Kesalahan Berbahasa Arab Mahasiswa Universitas Islam Darul 'Ulum Lamongan Jurusan Pendidikan Bahasa Arab." *Dar el-ilmi: Jurnal Studi Keagamaan, Pendidikan dan Humaniora* 5, no. 2 (2018): 68-92.
- Zulkarnain, Zulkarnain, and Siti Fatimah. "Kesehatan Mental Dan Kebahagiaan: Tinjauan Psikologi Islam." *Mawa'izh: Jurnal Dakwah dan Pengembangan Sosial Kemanusiaan* 10, no. 1 (2019): 18–38.