ANALYSIS OF PHONETIC ERRORS IN READING ARABIC TEXTS

FOR JUNIOR HIGH SCHOOL STUDENTS

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Abstract	This study analyzes errors in reading Arabic texts for SMPIT Ghafa Education Foundation Medan students. This research is qualitative with a case study approach. The research subjects were 50 students selected by snowball sampling technique. The research data is in the form of students' phonetic errors in reading Arabic texts of Arabic books at SMPIT Ghafa Education Foundation Medan, the factors underlying the errors, and solutions for correcting language errors. Data sources were obtained from students, teachers, and school stakeholders. Observation, interviews, and documentation carry out data collection techniques. In comparison, data analysis is done through data reduction, data presentation, and conclusion. The results showed that the form of students' Arabic language errors was characterized by errors in a pronouncing vowel and consonant sounds for several Hijaiyyah letters, such as sound construction, replication, repetition, misplaced letters, and short lengths of Arabic letters. Various forms of errors are motivated by several factors, both internal and external, both from the students themselves, teachers, schools, and families. As for these, Arabic language errors can be minimized by holding drills at each study meeting, motivating students to study hard, participating in training and workshops on learning methodologies for Arabic teachers, and increasing parents' enthusiasm in accompanying student learning. Thus, the results of errors in Arabic for SMPIT Ghafa Education Foundation Medan students can be corrected. Schools can reconstruct better Arabic learning methodologies to realize the school's mission.
Keywords	Phonetic Errors, Reading, SMPIT Medan Ghafa Education Foundation

INTRODUCTION

Language errors are one of the linguistic facts often carried out by speakers of languages, especially foreign speakers. Language error in perspective (J. Richards, 1971) is a fact of language error as a language of communication. This error rubs directly against the grammatical rules that apply in that community. Language errors cover several aspects; in terms of language productivity and language receptiveness (Putra, 2022). Or in other words, language errors enter the realm of phonology, morphology, syntax, and semantics (James, 2013). Some language errors refer to errors in form, structure, pronunciation, and meaning (J. C. Richards, 2015). So language errors are not single. Language errors can be constellations with various language elements.

As in the ideas of Charles Bell, a structural linguist, he provides a perspective that is closely related to human feelings. From the results of such human emotions, it can become a social communication tool as a sound symbol system resulting from human speech (Y & Ye, n.d.). Charles Bell's idea thus strengthens the view (Chomsky, 2006), which focuses on human language development. Cognitive language development can result in human errors, especially in second language acquisition (Ellis et al., 1997), so the meaning of language errors becomes more complex and closely related to the human psychology side, not only on the system and structure of the language itself (Tarigan, 2011).

In the sociology of language discourse, humans as social beings need means to interact with other humans in society (Warnock, 1989). For social interaction, a means of communication called language is necessary (Yule & Widdowson, 1996). From this statement, it can be concluded that speech sounds are the basic building blocks of language. The study of word sounds is the subject of a language division known as phonology (Masnur, 2009). Analysis, investigation, and discussion of language sound patterns are carried out in phonology, one of the sub-fields of linguistics. Phonology is the study of speech sounds. Phonology is divided into phonetics and phonemics in terms of the hierarchy of sound units it learns (Chaer, 2007).

Phonetics is the study of sound which acts as a means or medium for human language. The scope of phonetic science includes proper formation by sound makers to the meaning of sound messages by sound listeners. Phonetics is a branch of phonology that considers speech sounds as the basic language media, similar to objects or substances (Masnur, 2009). So sound is treated as a raw material in the same way that stone, sand, and cement are in house construction. On the other hand, the study of speech sounds as part of a linguistic system is known as phonemic phonology.

The smallest material components that make up the structure of words and help determine what to mean are speech sounds (Masnur, 2009). The study of sound, or phonology, is known as Al-ashwat in Arabic. The science of al-ashwat is concerned with the creation, transmission, and reception of language sounds (Al-Khouli, 1982).

Learning Arabic is important to understand the three elements of Arabic and the four language skills. But first, it is important to know how the letters hijaiyyah sound *(Al-ashwat)* (Syahid, 2016). Especially considering the notes where the Hijaiyyah letters come out were found before humans mastered the minimum skills of listening, speaking, and reading. An Arabic speaker must be able to pronounce Hijaiyyah letters properly based on where the notes come out (Imam, 2009). Next, Arabic speakers have to distinguish one character from another. If there is an error in spelling the Arabic letters, the meaning can change (Zulkifli, Z., & Royes, 2018). Thus from a semantic perspective. Changes in sentences can impact changes in meaning (Bréal & Wolf, 1991).

The study of phonetic errors in reading Arabic texts for junior high school students is very important because they can interfere with students' language skills (Taubah, 2019). The H' and Alif sounds, among others, significantly influence how Arabic words are pronounced and understood. Middle school students will understand Arabic texts better if they can identify and decipher phonetic errors in Arabic texts (Falah, 2016)

Phonetic error analysis is a field of research that examines the problems and root causes of phonetic errors in language acquisition, errors that occur in Arabic sounds and movements, as well as deletions, additions, replacements, and others (Falah, 2016). To assess students' reading ability and find errors that often occur, an analysis of phonological errors is carried out when reading Arabic texts to junior high school students (Falah, 2016). The phonological errors in Arabic al-jauf (mouth), al-ḥalq (throat), al-lisan (tongue), asy-syafatain (lips), and al-khaisyum (nasal cavity) can be categorized using the makhorijul letter (Falah, 2016). The phonetic mistakes most often made by students are the integration of letter sounds and the inability of students to distinguish Hijaiyyah letters. So that there is a replacement of one letter with another (Falah, 2016). When learning to read, students often make the following mistakes: not understanding notes, reading word for word, not matching the sounds of high and low letters, and changing one note to another (Hizbullah, N., & Mardiah, 2015). Meanwhile, the accuracy of pronunciation in a narrative is very important because it can affect the meaning of the speaker (Hizbullah, N., & Mardiah, 2015).

The phenomenon of vowel errors in reading Arabic texts that the researchers explored based on observations was also experienced by many IT students at the Ghafa Education Foundation Medan. They often mispronounce letters such as letters ز ,ذ , ج. Students cannot or have difficulty expressing the correct letters. Often ج is called ذ, even though it should be read as ج. Some students mentioned د. That is, of course, very wrong. When a teacher pronounces letters in vocabulary, and students do not understand Hijaiyah letters, students will write wrongly or memorize vocabulary (mufradat). In terms of long and short pronunciation, it was found that students had difficulty pronouncing vowels and consonants because the teacher at SMP IT Education Foundation, Ghafa Medan, also made pronunciation mistakes. Errors in Arabic thus reduce pronunciation errors in the angle of reading Arabic texts.

Furthermore, the researchers' observations showed that learning Arabic at SMP IT Education Foundation Ghafa Medan was still conventional. Some teachers still use classic learning approaches and methods. Teachers and students still need to optimize digital media to support learning Arabic. Some Arabic materials for reading skills (mahārah qirā'ah) are taught without paying attention to students' productive abilities first. Teachers do not carry out pedagogical analyses of students. So that when learning to read Arabic texts begins, many students have not mastered Arabic phonetics.

The things described in the two paragraphs above can violate regulations on the Arabic language learning methodology. Language errors can change the meaning. It can even change the whole purpose (Jannah, 2021). They are included in the short, long reading of Arabic punctuation. Many students of the Ghafa Education Foundation Medan IT Middle School need to pay more attention to the length of the punctuation marks when reading Arabic texts. So many phonetic errors are pronounced. In reading Arabic texts, students should be more careful in pronouncing letters and continue to pay attention to the short length of notes to avoid continuous language errors. Long and short, reading Arabic is very important.

This research focuses on errors in Arabic vowel sounds, harakat representing Arabic vowel sounds. There are three components in Arabic: harakat fatḥah, kasrah, and ḍammah. Such vowels include long and short vowels. Short vowel symbols in Arabic calligraphy, namely: (بَ – بِ – بُ) ﹷَ ﹻ ﹹ). In addition, the long vowel aa ´is marked with the letter (ا), ii ِ is marked with the letter (ي), uu ُis marked with the letter (و).

Several related studies; research (Panjaitan, 2019) states that the factors causing the Arabic vowel errors are the language (linguistic) element itself, low interest and motivation in the language,

and lack of application of Arabic. Research (Asih, 2020) found that regional children will experience difficulties or mistakes in pronouncing the different phonemes. So teaching Arabic phonemes to students starts with phonemes that have similarities and continues with phonemes that have differences. Research (Talitha & Ferdianto, 2022) shows that the analysis of language errors usually occurs in the target language. Analysis of language errors can serve as an evaluation of language learning. Further research (Carmitha et al., 2023) states that there are changes in Arabic sounds spoken by Egyptian students more in the form of changes in proper assimilation, vocal modification, anaptyxis, zeroization, monophthongization, and lenition. The Egyptian student's phonetic error reduces to sound changes and the differences in functional similarities between Indonesian, Arabic, and Uzbek. Finally, research (Asih et al., 2020) shows that several factors, both internal and external, can influence students' Arabic language errors in reading Arabic texts.

The difference and novelty of this study compared to the five studies above are that this study focuses on the analysis of students' phonetic errors in reading Arabic texts at the Ghafa Education Foundation Medan. The researcher wants to identify some language errors starting from the structure and sound of the spoken Arabic letters. This study aimed to analyze phonetic errors in reading Arabic texts at SMP IT Education Foundation Ghafa Medan. This study also seeks to identify the factors that cause these language errors and provide relevant recommendations to help improve students' ability to read Arabic texts more correctly.

METHOD

This research is qualitative research with a case study approach. Qualitative research methods aim to explain an in-depth phenomenon and are carried out by collecting data as deeply as possible (Moloeng, 2017). Qualitative methods prioritize the observation of phenomena and examine the substance of the meaning of these phenomena. This research involved 20 students of SMPIT Yayasan Pendikan Ghafa Medan. The research data is in the form of students' phonetic errors in reading Arabic texts of Arabic books at SMPIT Ghafa Education Foundation Medan, factors underlying the errors, and solutions for correcting language errors. Data sources were obtained from students, teachers, and school stakeholders. The data collection technique was done by making observations: researchers made observations regarding phonetic errors in reading Arabic texts at SMPIT Ghafa Education Foundation Medan. They then interviewed several respondents, especially SMPIT Ghafa Education Foundation Medan students. The documents used as research data at

SMPIT Ghafa Education Foundation Medan are Arabic language learning activities. Data analysis was done through data reduction, presentation, and conclusion. The researcher reduced data on language errors, especially phonetic errors in reading Arabic texts for students at SMPIT Ghafa Education Foundation Medan. At the data presentation stage, the researcher presented data on phonetic errors in reading Arabic texts for SMPIT Ghafa Education Foundation Medan students in tabular form accompanied by table descriptions. Presentation of phonetic error data based on three data collection techniques. As for the conclusion stage, the researcher analyzed vowel errors in reading Arabic texts with language error analysis theories. The researcher also dialogued the findings with several other relevant studies.

FINDINGS AND DISCUSSION

Findings

Based on the data obtained from the results of observations and documentation, which were carried out randomly at SMPIT Ghafa Education Foundation Medan, namely; First, the material for reading Arabic texts is the family theme or الأسرة. Second, some of the pronunciation errors encountered were mistakes in pronouncing hijaiyyah vowel and consonant sounds. Third, many students are not enthusiastic about learning. Fourth, the teacher teaches Arabic text reading materials using classic learning approaches and methods.

As for some of the phonetic errors made by SMPIT Ghafa Medan Education Foundation, students reduced the form of mistakes, standard language, and Arabic-Indo transliteration. As for more details, as the researchers show in Table 1.

Table 1. Forms of Phonetic Errors in Reading Arabic Texts SMPIT Ghafa Education Foundation Medan students

No.	Form of Transliteration Error	Arabic-Indo Transliteration	Standard Language	Arabic-Indo Transliteration
1.	يَكْرَأُ	*Yakra'u*	يقرأ	*Yaqrā'u*
2.	نَكرَأُ	*Nakra'u*	نقرأ	*Naqrā'u*
3.	اَلْكُرْأَنُ	*Al-kur'anu*	القرآن	*Al-Qur'ānu*
4.	صُرَةٌ	*Şuratun*	سُوْرَةٌ	*Sūratun*
5.	تَسْرَأُ	*Tasru'u*	أسْرَةٌ	*Usratun*
6.	اَلْمَدْرَسَةِ	*Al-madrasati*	اَلْمَدْرَسَةِ	*Al-Madrasati*

7.	اَلْمُتَوَسِّتَةِ	*Al-mutawassitati*	المتوسّطة	*Al-mutawassiṭati*
8.	لُغَةُ	*Lugatu*	لُغَةُ	*Lugatu*
9.	سَكِيْرَةُ	*Sakīratun*	صَغِيْرَةُ	*Ṣagīratun*
10.	هَدِيْمَةُ	*Hadīmatun*	خَدِيْمَةُ	*Khadīmatun*
11.	التَبْخُ	*Al-Tabkhu*	الطَبْخُ	*Al-Ṭabkhu*
12.	تَعَامُ	*Ta'āmun*	طَعَامُ	*Ṭa'āmun*
13.	سَلاَةُ	*Salātun*	صَلاَةُ	*Ṣalātun*

Based on the data in Table 1, there are at least fourteen forms of phonetic errors in reading Arabic texts with family themes. The form of mispronunciation is accompanied by transliteration, standard language, and justification for Arabic-Indo transliteration. A more detailed explanation of the error is as follows:

1. Wrong form of pronunciation يكرأ. Correction of the word raw يَقرأ. There was an error in reading the kaf letters, which caused a change in the pronunciation of the letters. The correct correction is "يَقرأ" with the transliteration *"Yaqrā'u."*

2. The misspelled form of نكرأ. Correction of the word raw نقرأ. There was an error in reading the kaf letters, which caused a change in the pronunciation of the letters. The correct correction is "نَقرأ" with the transliteration "Naqrā'u."

3. The misspelled form of الكرأن. Correction of the default word القرآن. There was an error reading the kaf letters, which caused the sound to change. The correct sentence is "القرآن" with the transliteration "Al-Qur'ānu."

4. Mispronunciation form صرة. Correction of the default word سورة. There was an error in reading the ṣad and wau letters, which caused the sound to change. The correct sentence is سورة with the transliteration "Sūratun."

5. Mispronunciation form تسرأ. Correction of the word أسرة. There was an error in compiling the letters hamzah and sīn. The correct sentence is with transliteration *"usratun"*.

6. Mispronunciation form المدرسة. Correction of the word المدرسة. There was an error reading the letter da, which caused a good change. The correct sentence is المدرسة with the transliteration "Al-madrasa."

7. Mispronunciation form المتوسّتة. Correction of the word المتوسّطة. There was an error in reading the ṭa, which caused a good change. The correct sentence is المتوسّطة with the transliteration "Al-mutawassiṭati."

8. Mispronunciation form لغة. Correction of the word لغة. An error in reading the letter ga caused the sound to change. The correct sentence is لغة with the transliteration "Lugatu."

9. The misspelled form of سكيرة. Correction of the word صغيرة. There was an error in reading the letters sin and kaf, which caused a good change. The correct sentence is صغيرة with the transliteration "Şagīratun."

10. Mispronunciation form هديمة. Correction of the word خديمة. There was an error reading the kha letters, which caused the sound to change. The correct sentence is خديمة with the transliteration "Khadīmatun."

11. Mispronunciation form التبخ. Correction of the word الطبخ. There was an error in reading the ṭa, which caused a good change. The correct sentence is الطبخ with the transliteration "Al-Ṭabkhu."

12. Mispronunciation form تعام. Correction of the word طعام. There was an error in reading the ṭa, which caused a good change. The correct sentence is الطبخ with the transliteration "Al-Ṭabkhu."

13. Mispronunciation form سلاة. Correction of the word صلاة. There was an error reading the ṣad, which caused the sound to change. The correct sentence is صلاة with transliteration *"Şalātun."*

Various forms of phonetic errors in reading Arabic texts on family themes made by SMPIT Ghafa Education Foundation Medan are motivated by several factors, both internal and external. The observations and interviews with various stakeholders at SMPIT Ghafa Education Foundation in Medan yielded results; First, many students at the Ghafa Education Foundation SMPIT Medan with an elementary school educational background and not MI. Second, students could be more enthusiastic about learning. Third, the role of parents who have yet to be excited about accompanying learning and reciting the Qur'an at home. Fourth, teachers have yet to use the latest learning approaches and methods. Fifth, there needs to be a drill in learning Arabic. These five factors become obstacles for SMPIT Ghafa Education Foundation Medan students to succeed in reading Arabic texts at school. The explanation is more transparent, as shown in Table 2 below.

Table 2. Factors Causing Errors in Arabic SMPIT Ghafa Education Foundation Medan students

No.	Factor	Form	Description
1.	Internals	Basic education background	Of the 20 SMPIT Ghafa Education Foundation Medan students, 80% are elementary school alums.
2.	Internals	Lack of enthusiasm of students in learning	Many are not enthusiastic when learning, such as playing and being crowded in class
3.	External	Lack of confidence of parents in learning assistance	Parents who are busy with work at home do not have time to accompany their children in studying and reciting the Koran
4.	External	The classic learning methodology	Many Arabic language teachers still teach with a conventional approach. Some teaching teachers do not have qualifications in the field of Arabic
5.	External	There is no drill in language learning	The density of general lessons at SMPIT Ghafa Education Foundation Medan has narrowed the quota for Arabic studies. So that teachers and students need the opportunity to practice Arabic to develop productive and receptive competencies.

They start from the two findings above. Furthermore, the results of extracting data from researchers on Arabic teachers, school principals, and several stakeholders at SMPIT Ghafa Education Foundation Medan regarding the right solution to minimize students' Arabic language errors are as follows; First, the existence of errors in Arabic, especially in students' productive abilities, can be minimized by a drill at each study meeting. They were second, motivating students to learn Arabic actively. There is no dichotomy between general lessons and Arabic lessons. Third, involve Arabic teachers in training and workshops on the latest Arabic learning methodologies. Fourth, communicate intensely with the parents of students so that they always provide study assistance while at home.

Discussions

The problem of phonetic errors in reading Arabic texts for SMPIT Ghafa Education Foundation Medan students cannot be underestimated. As shown in Table 1, various forms of phonetic mistakes reduce in the context of students' lack of productive abilities in Arabic. Especially speaking skills (mahārah al-kalām) and reading skills (mahārah al-qirā'ah). Student phonetic errors were found in a mispronouncing vowel and consonant sounds for several hijaiyyah letters, such as sound construction, replication, repetition, misspelling of letters, and short lengths of Arabic letters. Such forms of phonetic errors can affect changes in the meaning and meaning of language in a semantic review.

Replication of phonetic errors or pronunciation of vowel sounds by students at SMPIT Yayasan Pendidikan Ghafa Medan can be categorized as a form of language error considered reasonable for language learners. It is said to be practical in perspective (Krashen & Pergamon Institute of English (New York, 1982) because humans who learn a second language experience language friction in psychological factors and the sociology of language. So that the language symptoms that are formed are manifestations of the development of language psychology itself, which is supported by the environmental, social, and cultural conditions that humans live in (Cahya Edi Setyawan, Andri Warseto, 2021). Furthermore, phonetic errors in language are valued more than writing errors (Hanafi, 2017) because students speak more than Forms of phonetic errors in SMPIT Ghafa Education Foundation Medan students are symptoms of awareness of speaking and reading Arabic, which is assessed more than writing Arabic letters at school.

Language errors, as in perspective (Ellis et al., 1997), often occur for foreign speakers. Especially when students learn a second language (B2) (Bertin et al., 2010). As it is known that SMPIT Ghafa Education Foundation Medan students are foreign speakers of Arabic. The Arabic language studied at school is a second language (B2). Where their first language (B1) is Indonesian. From the perspective of some language scientists, this language error is considered very reasonable (R, 2020), especially for foreign speakers. However, it should be noted what should only happens a little is language errors which have a fatal impact on changing the meaning of language (Syahirah et al., 2018), such as language construction that changes the semantic structure in verbal and non-verbal language. Language errors in such projections should be corrected. Teachers can provide intensive assistance to students, do language drills, and strengthen actual language articulation (Mubarak et al., 2022).

Regarding the factors underlying phonetic errors in reading Arabic texts at SMPIT Ghafa Education Foundation Medan, it is known that aspects of students' educational background, the role of parents, teachers, and the environment determine student learning success. The part of parents is very important in fostering student motivation and enthusiasm for learning (Fauzi & Anindiati, 2021). Especially if the enthusiastic attitude of parents is devoted to their children to learn. Environmental factors also affect language success. At least this is revealed (Chaer & Agustina, 2004) that the dominant social environment is sufficient to help the success of the human language. What should be of concern to the leaders of SMPIT Ghafa Education Foundation Medan is how schools can better manage to learn foreign languages that, lead to students and teachers of Arabic.

The research findings that the researchers brought up at SMPIT Ghafa Education Foundation Medan are relevant to several other results; research (Nurkholis, 2018) that to minimize errors in Arabic, students must be taught to write essays in a similar/similar language style to the language style used by experts as in the readings they have learned. Holding a language error analysis can help the teacher discover the types of mistakes students make. This is in line with the research results (Yolanda & Selviana, 2021), which explain that teachers' choice of learning methods is no less important. The teacher must be able to manage the class and understand the students' character. So choosing the right strategy will achieve the learning objectives thoroughly. Thus these findings provide affirmation that mistakes in Arabic are lingual facts that are considered reasonable. However, several things that must be considered are how students and teachers minimize these Arabic language mistakes so that the language will be better in the future.

CONCLUSION

Arabic is one of the subjects studied at SMPIT Ghafa Education Foundation Medan. One of the competencies of this lesson is that students can read Arabic texts on family themes properly and correctly. However, the results obtained are that many students need to correct their pronouncing Arabic letters. This error reduces to a phonetic error. Forms of language errors are characterized by errors in a pronouncing vowel and consonant sounds for several hijaiyyah letters, such as sound construction, replication, repetition, misplaced letters, and short lengths of Arabic letters. Various forms of phonetic errors are motivated by several factors, both internal and external, both from the students themselves, teachers, schools, and families. Such errors in Arabic can be minimized by holding drills at each study meeting, motivating students to study hard, participating in training and workshops on learning methodologies for Arabic teachers, and increasing parents' enthusiasm in accompanying student learning.

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