

Analysis of Phonological Errors in Arabic Reading Skills of Grade VII Students of MTs Darul A'mal Metro

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ABSTRACT

This study aims to analyze phonological errors in the reading skills of Arabic texts by grade VII students. Data sources were obtained from interviews with teachers and students, as well as recording the process of reading Arabic texts by students. The data was then analyzed through the identification and classification of phonological errors that occurred. This study identified various phonological pronunciation errors in students' Arabic reading skills, including the change of the phoneme ع to ء, such as in the pronounced بائع, the change of the phoneme خ to ح such as أحتي to أختي, and the change of the phoneme ق to ك, e.g. the word سائق becomes سائك. This phonological error is caused by the limited knowledge of students in distinguishing phonemes that have adjacent articulations, as well as the lack of adequate reading practice, which results in inaccuracies in the pronunciation of letters and difficulties in understanding the meaning of reading.



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1. PENDAHULUAN

Everyone expresses their feelings, thoughts, and emotions through a tool called language with the process of pronunciation.[1] The result of this pronunciation is called speech, which is a sentence or part of a sentence that is spoken. Thus, the expression of hearts, thoughts, and feelings is carried out through human speech.[2] Language functions as a means of daily communication. Thus, language becomes a very effective tool to convey intent, as it offers more possibilities compared to other methods, such as body movements, gestures using flags or banners, smoke, etc.[3] Thus, language functions as a means of communication consisting of a system of signs or symbols produced by sounds spoken by humans and having meaning. Therefore, learning a language is very important so that we can communicate well with others.[4]

Expressions produced by humans are called language, which can be understood as sounds that are spoken. In-depth research on these sounds is carried out by a branch of linguistics known as phonology.[5] Phonology is a field of linguistics that studies, analyzes, and discusses the sequence of sounds in a language.[6] Phonology is a branch of linguistics that studies the sounds of language, especially speech.[7] Etymologically, the term phonology comes from the word "fon" which means sound, and "logi" which means science. Thus, phonology is the science that studies the sounds of speech. In terms of the hierarchy of sound units that are the object of study, phonology is divided into two, namely phonetic and phonemic.[8] Phonetics is a part of the study of phonology that focuses on the analysis of language sounds without considering whether or not those sounds have the function of distinguishing meanings. Meanwhile, phonemics is part of the study of phonology that studies the sounds of language by paying attention to the role of these sounds in distinguishing meanings.

The general purpose of learning a language is so that a person can use the language properly and correctly, both orally and in writing. The ultimate goal of learning a foreign language is to enable a person to communicate precisely, fluently, and freely, both in oral and written form with the speaker of the language.[9] The same purpose applies to those who learn Arabic. In addition to being a communication tool, Arabic is also an important key to accessing various sciences, especially for Muslims. Many books on Islam and general knowledge are written in Arabic. Moreover, the Qur'an and Hadith, as the main source of Islamic teachings, are also written in Arabic.[10] Therefore, to understand the content, a good and correct mastery of Arabic is very necessary.

To be able to master Arabic well, we need to learn to read Arabic letters and write first. Reading is an important skill that must be mastered when learning a language. For those of us who are not native Arabic speakers, reading Arabic texts can be more difficult than reading Latin letters. The difference in letter form and reading between Arabic and Indonesian that uses Latin letters often causes us to make mistakes when reading Arabic texts. Therefore, it is very important to practice reading so that we can understand Arabic better.

Language skills are divided into four types, namely: listening skills, speaking skills, reading skills, and writing skills. Among these language skills, reading skills (maharah al-qira'ah) are closely related to the study of phonology or the science of sound. Reading is essentially a process of communication between readers and writers through written texts, so directly in it there is a cognitive relationship between written language and spoken language.[11] Learning reading skills needs to be taken seriously and not only considered as an additional activity to complement other language skills. Reading skills are essential because they help us understand information and ideas better. If we focus on learning to read, we can be better at analyzing texts, understanding context, and drawing conclusions. Good reading skills are not only beneficial in learning languages but also in everyday life, where we need these abilities to gain the right knowledge and information.

The reading and pronunciation of the text in Arabic must follow the applicable rules. If the pronunciation does not conform to the rules, the meaning of the text may differ. Clear and precise speech is very important because it affects the listener's

understanding of the speaker's intent. As a fundamental part of language learning, phonology must be studied early. Otherwise, mistakes in pronunciation can occur, which ultimately impacts the meaning of the word. For example, mistakes in pronouncing letters can change the meaning semantically. Therefore, learning Arabic sounds is very important so that the pronunciation is in accordance with the correct and easy-to-understand rules. Phonological errors fall under the category of linguistic errors and occur at the sound level, whether in words, phrases, clauses, or sentences. These phonological errors appear in the use of spoken language, both productively (speaking) and receptively (listening).[12] Mistakes in reading Arabic texts can lead to changes in meaning. This happens because the slightest change in pronunciation can affect the meaning of the text.

Mistakes in reading Arabic texts are a common problem faced by many people, especially for Indonesians (non-Arabs). This often happens due to differences in letters and pronunciation, lack of practice, and lack of attention to the correct reading rules. When a person is not familiar with Arabic, they may mispronounce certain letters, which can eventually change the meaning of the text being read.[13] Therefore, it is important to focus on how to learn to read Arabic. More practice, an understanding of reading rules, and attention to proper pronunciation are essential to reduce errors.

Numerous studies have been conducted on improving Arabic reading skills, particularly among non-native speakers. Existing research has highlighted the significance of phonetic training, the use of digital tools, and innovative teaching methods to address reading challenges. For example, studies have shown that interactive learning models, such as gamification and audiovisual aids, significantly improve students' ability to recognize and pronounce Arabic letters correctly.[14] Furthermore, other research emphasizes the role of explicit teaching of *makharijul huruf* (articulation points) and *tajwid* (rules of pronunciation),[15] which are essential for accurate reading. These approaches have proven effective, especially for beginners in learning Arabic, as they help bridge the gap between theoretical knowledge and practical application.

Grade VII students who have just graduated from elementary school often have difficulty reading Arabic texts. This is because Arabic is a foreign language to them and has many differences with the Indonesian they already know. As new students, they usually only have a basic understanding of Arabic letters. However, when they start reading longer and more complicated texts, many problems arise.

Reading Arabic texts is not as easy as reading texts in Indonesian. The letters in Arabic have different shapes and sounds. For example, there are letters that may look similar but are pronounced in very different ways, such as the letters "ث" (tha) and "ت" (ta), or "ص" (shad) and "س" (sin). Mistakes in pronunciation like this are common. When students pronounce the wrong letters, the meaning of the words they read can also change.

The above description is the reason why the researcher chose class VII as a sample in this study, because errors found in the early stages will be easier to correct. The study focuses on grade VII students who are in an important stage in their studies, where they begin to face more difficult material. By analyzing the errors that occur in

this class, researchers hope to identify common patterns of errors and provide appropriate assistance.

Mistakes that occur in grade VII can be corrected more effectively, because students in this class are still adapting to higher learning demands. By conducting research in grade VII, it is hoped that students can correct their mistakes before proceeding to grade VIII.

Despite advancements in Arabic language pedagogy, gaps remain in addressing specific challenges faced by early-stage learners, particularly Grade VII students transitioning from elementary school. Most existing methods focus on advanced learners or assume a foundational proficiency in Arabic. However, there is limited research targeting the unique difficulties faced by beginners, such as letter recognition, pronunciation inconsistencies, and reading fluency. Furthermore, the effectiveness of integrating contextualized teaching methods, such as incorporating cultural and linguistic comparisons between Arabic and Indonesian, remains underexplored. Addressing these gaps by developing targeted interventions for Grade VII students can provide a more structured pathway for mastering Arabic reading skills at an early stage.

Therefore, it is important for teachers to pay special attention to teaching Arabic reading skills to students. In the right way, such as regular pronunciation practice, the use of language games, and visual aids, students can help to correct their mistakes. With good guidance, they will more easily understand Arabic and build their confidence. Mastering Arabic is very important, especially to understand the many books and teachings of Islam written in this language. Thus, they will not only be better at reading, but they will also be able to expand their knowledge and insights.

2. METHOD

This research approach uses a qualitative descriptive method to identify and analyze errors in Arabic reading skills in students. This research aims to uncover various forms of errors that occur in reading learning. Data was collected through interviews with teachers and students, where students were also given Arabic texts to read. This reading process is recorded and recorded to identify errors that occur during reading. Recording techniques are used to document each pronunciation in detail, while note-taking techniques help in assessing the realization of specific phonemes and the resulting pattern of errors.[16] The data is analyzed by following several stages, namely collecting error samples, identifying error types, classifying errors based on their type, and explaining errors. The results of this analysis are expected to provide in-depth insight into the challenges faced by students in reading Arabic, as well as a reference for improving reading learning methods in schools.

3. RESULTS AND DISCUSSION

Based on the results of interviews with teachers, it was revealed that students often make mistakes in reading Arabic words, such as the pronunciation of "أعوذ" (a'udzu) which often changes to "أعوج" (auju) or "وزن" (wazan) which is pronounced as "وجن" (pan). These errors indicate the challenges students face in recognizing the correct sound of letters, thus affecting the overall meaning of the word. To correct this,

the teacher will immediately correct the pronunciation when the mistake occurs, so that students immediately realize and justify the mistake. Teachers emphasize that correct pronunciation is very important because mistakes in pronunciation can change the meaning of words, leading to misunderstandings that have an impact on students' understanding.

Some of the factors that affect students' difficulties are the lack of experience in learning Arabic at the basic education level and the feeling of nervousness when having to read in front of new friends. This situation made some students feel embarrassed when they were reprimanded by the teacher, and some even almost cried because they felt pressured. On the other hand, when students manage to pronounce words correctly, teachers give praise as a form of appreciation, which aims to increase students' motivation to learn and confidence. Teachers also use creative methods such as singing Arabic songs as a learning medium. In addition to increasing enthusiasm, singing helps students in imitating the correct pronunciation, while reducing nervousness or anxiety.

However, teachers admit that there is another challenge, namely students' mood swings that often affect their interest in learning. When students are not in a good mood, teachers often have difficulty attracting attention and building student focus.

Based on the results of the interview above, it can be concluded that Arabic reading errors often occur among students, for example the pronunciation of the word "أعوذ" which becomes "أعوج" and "وزن" which is pronounced as "وجن." This error shows the challenge of students in distinguishing the sounds of letters so that they can change the meaning of words significantly. Teachers immediately correct mistakes as they occur and give praise for correct pronunciation as a way to increase students' motivation and confidence. Other factors such as lack of experience in learning Arabic at the elementary level and a sense of nervousness also affect their performance. Teachers also use creative methods, such as singing, to improve pronunciation and reduce students' anxiety.

3.2. Results of interviews with 7th grade students

Based on the results of interviews with students, they admitted that they still often have difficulty distinguishing the sounds of certain letters in Arabic, such as qaf (ق) and kaf (ك), even though they have practiced. Another challenge arises in distinguishing some harakat, especially between kasrah and fathah, which are often confused when reading. This difficulty shows that they need additional practice to better understand the position and function of each harakat in order for the reading to be more precise. Some letters that have similar shapes and sounds, such as syin (ش) and ro (ر) or sin (س), syin (ش), and shod (ص), often confuse them. The sound za (ز) which is similar to sa (س) also often causes similar errors.

In addition, students find it difficult to distinguish between dhommah and tanwin, which is suspected because they are not fully familiar with the difference in pronunciation between these two signs. They also find it difficult to use the letter qaf (ق) because of the qolqolah rule which requires a certain sound reflection in order to

pronounce it correctly. Students say that understanding the meaning of words often helps them read more fluently. They find it easier to know the meaning of the text they read, which encourages them to pay more attention to the sound of the words being recited.

Another obstacle experienced by students is nervousness or anxiety when reading Arabic texts in front of the class. Many of them admit to being worried about making mistakes and feeling insecure, especially when their friends are paying attention. This makes some students tend to choose to read in a low voice to avoid embarrassment if they are wrong. They feel more comfortable receiving corrections from friends than from teachers, because corrections from friends feel more relaxed and do not add pressure.

On the other hand, support from classmates and family, especially parents, provides a motivational boost for students. Some students feel more motivated and confident when they get praise from their peers, which increases their desire to learn better. Family support, especially from mothers, is very important for students in fostering a passion for learning Arabic. With this encouragement, they become more courageous in facing the challenges and difficulties faced in the learning process.

Based on the results of the interview above, it can be concluded that students face difficulties in distinguishing the sounds of certain letters in Arabic, such as *qaf* (ق) and *kaf* (ك), as well as harakat such as *kasrah* and *fathah*, which are often confused when reading. In addition, they are often confused by letters that are similar in shape and sound, such as *syin* (ش) and *ro* (ر), which require additional practice. This challenge is exacerbated by the feeling of nervousness when having to read in front of the class, so some students tend to speak quietly so as not to make mistakes. However, they feel more confident and motivated with the support of friends and family, especially parents, who help them face the challenges of learning Arabic and strengthen their desire to continue learning and improve their reading skills.

3.1. Results of phonological error data in Arabic text reading skills of grade 7 students

إِسْمِي أَحْمَدُ، أَنَا طَالِبٌ، وَهَذِهِ أُخْتِي، إِسْمُهَا عَائِشَةُ، هِيَ طَالِبَةٌ. هَذَا الْأُسْتَاذُ سُلَيْمَانُ، هُوَ نَاطِرُ الْمُدْرَسَةِ. هَذَا الْأُسْتَاذُ عَمْرُ، هُوَ مُدْرِسٌ، وَهَذِهِ الْأُسْتَاذَةُ حَلِيمَةُ، هِيَ مُدْرِسَةٌ. أَنْظُرْ إِلَى هَذِهِ الصُّورَةِ! هَذَا السَّيِّدُ رَشِيدِي، هُوَ مُوظَّفٌ. وَهَذِهِ السَّيِّدَةُ نَبِيلَةُ، هِيَ مُوظَّفَةٌ. وَهَذَا السَّيِّدُ إِسْمَاعِيلُ، هُوَ أَمِينُ الْمَكْتَبَةِ. هَذَا خَادِمٌ، وَهَذِهِ خَادِمَةٌ. الْخَادِمُ إِسْمُهُ سَلِيمٌ، وَالْخَادِمَةُ إِسْمُهَا لَيْلَى. أَنْظُرْ إِلَى هَذِهِ الصُّورَةِ. هَذَا بَائِعٌ، وَهَذِهِ بَائِعَةٌ. الْبَائِعُ إِسْمُهُ كَمَالٌ، وَالْبَائِعَةُ إِسْمُهَا كَرِيمَةُ. أَنْظُرْ، هَذَا مَحْمُودٌ، هُوَ بَوَّابٌ، وَهَذَا صَبْرِي، هُوَ سَائِقٌ. مَحْمُودٌ مِنْ جَاكِرَتَا، وَصَبْرِي مِنْ بَانْدُونَج

The text above is a reading material in Arabic reading skills that will be further analyzed to identify various pronunciation errors that are common among grade 7 students. Based on the observation results, some students showed a certain pattern of errors. The data shows that there are several forms of errors that often occur which will be explained as follows:

3.2.1. Student phonology error 1

Students have known the basic hijaiyyah letters, but there are often pronunciation errors in reading words that sound similar. For example, the word "هذه" is often pronounced "هزه", and "أختي" is pronounced as "أحتي". In addition, the word "الصور" is often pronounced as "السور". In the word "ناظر", Student often pronounces it as "نادر", and in "انظر", he changes the pronunciation to "اندر". On the other hand, "الأستاذ" becomes "الاستاز". The word "بائع" is pronounced as "بائء", while "اسماعيل" becomes "اسمعل". In addition, the word "حليمة" is read as "هليمة" and "صبري" becomes "سبري". In the word "احمد", Student pronounces it as "اهمد". These errors signify the student challenge in distinguishing the sounds of similar letters.

3.2.2. Student Phonology Errors 2

The student shows an understanding of the basic hijaiyyah letters, but some phonological errors still occur in the pronunciation of words. The word "هذه" is often read as "هزه". In addition, in "عائشة", Student often reads it as "عائسة", and "البائع" becomes "البائء". Other errors include "الأستاذ" which reads as "الاستاد". Syifa also often pronounces "الصور" as "السور". Then, in the word "بائع", Student pronounced it as "بائء".

3.2.3. Student phonology error 3

Students have mastered most of the hijaiyyah letters but still suffer from phonological errors in some words that resemble their pronunciation. For example, the word "الأستاذ" is often pronounced as "الاستاد". In addition, the word "البائع" becomes "البائء". The student also had trouble distinguishing between the word "سائق", which is read as "سانك", and "الصور" into "السور". The pronunciation of "خادم" is often pronounced as "رشدي", as well as the word "رشدي" as "رسدي".

3.2.4. Student phonology error 4

The student has been able to recognize the basic hijaiyyah letters, but still often experiences phonological errors in the pronunciation of some words. Mistakes often appear in the word "هذا", which is pronounced as "هزا", and "الأستاذ" becomes "الاستاز". The word "الصور" is often changed to "السور", as well as the word "أختي" is read as "أحتي". In addition, "البائع" is pronounced as "البائء". Other errors include the word "سائق" changing to "سانك", as well as "انظر" being read as "اندر".

3.2.5. Student phonology error 5

The student has understood most of the hijaiyyah letters, but there are still many mistakes in the pronunciation of the word. For example, the word "هذه" is often pronounced "هزه", and the word "أختي" is pronounced as "أحتي". In addition, the word "ناظر" changed to "نادر". Another error appears in the word "عائشة" which reads "عائسة", as well as "الأستاذ" to "الاستاد". The pronunciation of "بائع" is also often pronounced as "بائء", while the word "الصور" is pronounced as "السور". In the word "رشدي", Ike reads it as "رسدي".

3.2.6. Student phonology error 6

Students have a good foundation in knowing hijaiyyah letters, but there are still frequent phonological errors in the pronunciation of words. Some examples of errors include the word "البائع" becoming "البائء". Another mistake is that the word "الصور" is

pronounced "السور," and "خادم" becomes "هادم." The word "رشدي" is also often pronounced as "رسدي," and "سائق" is pronounced as "سانك." Another mistake appears in the word "الصورة," which is pronounced as "السورة".

The phonological errors produced by the students are summarized in the table below:

Table 1: List of Pronunciation Errors Generated by Students

Error Classification	Words	Pronunciation mistakes
Phoneme changes	أختي	أحتي
	الأستاذ	الأستاد
	ناظر	نادر
	انظر	اندر
	الصور	السور
	السيدة	الشيدة
	سائق	سانك
	صبري	سبري
	احمد	اهمد
	عائشة	عائسة
	حليمة	هليمة
	رشدي	رسدي
	الصورة	السورة
	الأستاذ	الأستاز
	هذه	هزه
	بائع	بائء
	خادم	هادم
Phoneme reduction	الأستاذ	أستاذ
	السيد	سيد
	السيدة	سيده
	اسماعيل	اسمعل
	امين	امن
	الخادم	خادم
	كمال	كمل
	محمود	محمد

	البائع	بائع
	اسماعيل	اسماعيل
	الأستاذ	الأستاذ
	البائعة	بائعة
	خادم	خدم
Addition of phonemes	طالب	طاليب

Discussion

al-Aswat science in Arabic is a branch of linguistics that studies sound, both phonetics and phonemics. Phonetics focuses more on the analysis of sounds without paying attention to function or meaning, while phonetics studies sound that have a role in distinguishing meanings, such as the difference in the words **نعمة** and **نقمة** caused by the phonemic difference between the letters ain and qaf. This shows that the ability to distinguish phonemes is important in avoiding pronunciation errors that can significantly change the meaning of words.

Based on the results of the analysis of phonological errors in reading Arabic texts experienced by students, we can observe that many pronunciation errors are caused by a lack of sensitivity in distinguishing similar sounds in Arabic. This includes errors in distinguishing phonemes such as **ذ** with **ز**, **ص** with **س**, and **ع** with **ء**. For example, students tend to replace the word "هذه" with "هده", as well as "ناظر" with "نادر". Likewise, students often change the word "هذا" to "هزا". This error indicates a challenge for students in distinguishing phonemic sounds that are articulatorily close together.

This study has similarities with the research of Nurul Hidayah et al. which also focuses on the analysis of phonological errors in Arabic text reading skills. These two studies use the same categories in analyzing pronunciation errors, namely phoneme changes, phoneme deletion, and phoneme addition. Thus, this study also presents the findings of phonological errors in reading Arabic texts in a similar form, following the approach that has been applied in the research of Nurul Hidayah et al. as a reference.

When compared to previous research, such as those conducted by Nurul Hidayah et al at the Darul Muttaqin Islamic Boarding School, a similar pattern of errors was found, where students had difficulty prociting phonemes whose articulations were located close together. They found changes in the phonemes /ع/ to /ء/, /خ/ to /ح/, and /ص/ to /س/, which were also seen in this study. For example, in the first mistake, Salsabila often changed the word "سانق" to "سانك", which is similar to the results of Nurul Hidayah et al's research in terms of changing the sound of words with similar phonemes, namely **السوق** to **السوك**. [17] Then it was also supported by the research of Ratna Asih et al., in their research there were similar errors. The letters **ق** and **ك** are indeed almost similar, and this often causes confusion in pronunciation. Both have a close sound origin: the letter **ق** comes from the base of the tongue, close to the esophagus and produces a stronger or more assertive sound. On the other hand, **ك** comes from the center of the tongue that touches the softer part of the palat, creating a lighter sound. [18]

In Darwis.'s research, a similar error was found in which the qof phoneme /ق/ changed to kaf /ك/. This error arises when students pronounce letter sounds with a change in the position of the tongue; The qof sound that should be produced from the base of the tongue touching the back ceiling is instead pronounced like kaf, which uses the base of the tongue a little more forward. As a result, the sound of /q/ changes to /k/. [19]

The second mistake in this study is the change of the phoneme ع to the phoneme ء. Such as the word بايع becomes بائ. The same was found in the research of Nurul Hidayah et al and the research of Darwis, namely the error of the words عرفنا and عدي which changed to ارنفا and ادي. This phoneme has a slight difference because the places where the letters come out are almost close together. The phoneme ع comes out of the middle throat and the phoneme ء comes out of the base of the throat which is lighter in pronunciation.

The third mistake is that a similar error was found between the change of the phoneme ح to ه. One example In this study, the word حليلة is pronounced هليلة. And in the research of nurul hidayah lafad فلاح is read فلاه. This error occurs because the outgoing places of the letters of the two phonemes are almost close together. The phoneme ح comes out of the middle of the throat while the phoneme ه comes out from the base of the throat.

The fourth error, which is a similar error, is found to change the phoneme ش to س. Like عائشة becomes عانسة. Similar to the research of Nurul Hidayah et al, which is read المستسقى. The phonemes of the two have a very slight difference because the exit points are close together. The letter ش comes out of the middle of the tongue and is pronounced with emphasis and blows more. While the letter س comes out from the tip of the tongue which is close to between the upper and lower incisors so that it blows less. According to Darwis, this error occurred because students pronounced the sound of the letter syin (ش) which should have been produced through the middle of the tongue that touched the roof of the mouth, but instead it was pronounced with the tip of the tongue approaching the base of the upper incisors like the sound of sin (س). As a result, the sound of /sy/ changes to /s/.

The fifth error in this study occurred when students pronounced words like أختي into أحتي. Although these two letters have similar sounds, each has a different outlet in the throat. The letter ح is produced from the middle of the throat, thus producing a deeper sound, while خ is derived from the upper throat, with the tongue touching the soft palate, resulting in a more "panting" sound.

The sixth mistake, which is a similar mistake, is that the student makes a mistake in pronouncing د to ظ. In this study, there was a phoneme error in reading نادر to ناظر. Then in the research of Ratna et al, the same error was also found, namely the word ننظر pronounced نندر. These two letters have almost the same pronunciation, so they often confuse students. Based on where it exits, the letter د is pronounced with the tip of the tongue touching the top of the front teeth. In contrast, for the letter ظ, the tip of the tongue is slightly more advanced and touches the tip of the upper tooth.

Thus, this small difference makes the sound of ظ sound more pronounced than د, which makes it more susceptible to mispronunciation when learning Arabic. Seventh error, a mispronunciation of the phoneme ص to س was found. As in the words الصورة

read **السورة**. In the research of ratna et al, a similar thing was also found where the word **المخصصة** was pronounced **المخسنة**. These two letters do have similarities in their pronunciation, so it often makes it difficult for students, especially beginners, to distinguish them. In terms of the place of exit (makharijul letters), these two letters come from the tip of the tongue that almost touches the lower front teeth. These subtle differences lead to errors in prociting the two more often in the early stages of learning Arabic.

Then it is followed by an analysis of errors about long and short vowels or the reduction and addition of phonemes. Long vowels that should be pronounced long but pronounced short, and vice versa with short vowels that are pronounced into long vowels. In previous research, there were several errors such as the word **العامّة** becoming **العمة**. And in this study, similar errors were also found such as in the word **كَمَل** to **كمال**. In both lafads, there is either a reduction in the phoneme, namely the alif phoneme (ا). On the other hand, there is also an error in the reduction of the ال. This mistake is when students throw away the reading of ال on a lafad. For example, the word **المنظار** is read **منظار** without any ال. Or read the word **السيد** into **سيد**. Students' phonological errors are caused by limited knowledge in distinguishing adjacent phonemes.

4. CONCLUSION

The conclusion of this study shows that grade VII students experience various phonological errors in Arabic text reading skills, which are caused by limitations in distinguishing letter sounds and lack of adequate reading practice. Analysis of interviews with teachers and students and recording of the reading process identified pronunciation errors such as phoneme changes that could change meaning. This mistake reflects the challenges students face in understanding. These errors illustrate the challenges they face in understanding the correct pronunciation, especially since some letters have close articulation positions. Therefore, this study highlights the importance of more effective teaching and additional exercises so that students can improve their reading and pronunciation skills in Arabic.

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