An Errors Analysis of Arabic Phoneme in Non-Arabic Speaking Students at Junior High School

Muslimin Muslimin[a,1], **M. Abdul Hamid** [b,2], **Uril Bahruddin**[b,3], **Mualimin Mochammad Sahid**[c,4]

[a]**Institut Agama Islam (IAI) Muhammadiyah Bima, Indonesia**
[b]**Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia**
[c]**Universitas Sains Islam Malaysia (USIM), Malaysia**

[1]Musliminm679@gmail.com, [2]hamidlana@pba.uin-malang.ac.id, [3]urilbahruddin@pba.uin-malang.ac.id, [4]mualimin.sahid@usim.edu.my

ARTICLE INFO	ABSTRACT
	The ability to pronounce the correct phonemes is one of the basic elements in learning Arabic. This research aimed to obtain data about Arabic pronunciation errors in students at junior high school. The research approach is qualitative. The sample of this study was 30 students of the Al-Mahmud IT Junior High School in Bima, Indonesia which were selected by using a simple random sample technique. The data of this research were the results of the students' audiovisual recordings when reciting Arabic text. Data analysis used the analysis model of Tarigan's, namely; data collection, identification, description, explanation, classification and evaluation. The results of this study are The causes of phoneme errors are: the environment, interference, and performance. The classification of errors consists of omission, adding madness, and substitution. Some ways to develop your learning of Arabic phonemes are: continuous practice, listening to Arabic audio and videos.
Keywords	ArabicLlanguage; Component; Error Analysis; Phonetics

مستخلص البحث

نطق الأصوات الصحيحة هو من العناصر الأساسية في تعليم اللغة العربية. يهدف هذا البحث إلى الحصول بيانات ومعلومات من أخطاء أصوات العربية لدى تلاميذ بغرب نوسا تنجارا. تستخدم هذه الدراسة المنهج الكيفي. مجتمع البحث على تلاميذ المدارس المتوسطة المتكاملة الإسلامية في غرب نوسا تنجارا. أما لعينة هذه الدراسة، تلاميذ مدرسة المحمود المتوسطة المتكاملة الإسلامية في بيما، بطريقة عشوائية. البيانات هذا البحث هي من نتائج التسجيلات السمعية عند نطق الأصوات العربية. تم تحليل البيانات باستخدام طريقة تاريغان وهي جمع البيانات، ووصف، والتفسير، والتصنيف، والتقويم. ودلت نتائج البحث من ناحية التفسير تحتوى على الخلفية البيئة، والتدخل اللغوى، والعوامل السلوكية أو الأداء. والتصنيف يحتوى على إبدال المد قصرا، وإبدال القصر مدا، وإبدال الصوت إلى صوت آخر. والتقويم يتكون من الاقتراحات التى يمكن تطويرها في تعليم الأصوات العربية هي: التدريب المستمر، والاستماع إلى الإذاعة العربية والفيديوهات العربية.

كلمات أساسية	اللغة العربية؛ عنصر؛ تحليل الأخطاء؛ الصوتية

INTRODUCTION

Language and life are phenomena that cannot be separated like two sides of a coin. Language is a combination of phoneme symbols based on predetermined rules, where people who have a certain culture know their meaning, and aim to establish communication between one person and another (Amrullah, 2016). While writing skills emerge afterwards. Basically everything starts with phoneme. Therefore, modern schools today should prioritize or improve phoneme learning before learning speaking and writing skills. The teaching of the phoneme system begins with the students by teaching them the phoneme pronunciation method. Pronunciation teaching here is intended to test students in using the phoneme system in Arabic to pronounce the symbols they hear or use when speaking (Thaimah, 1989).

Phoneme is one of the most important elements to distinguish one language from another. Anyone who wants to learn any language must fully understand the phoneme system of that language. Phoneme in this case plays an important role in helping language learners to understand the phoneme system of the language they are learning, which means that between phonemes and the field of language teaching there is a close relationship. If this happens in language in general, as in Arabic, phoneme is an important element that must be understood and mastered by those who want to master Arabic, it is not limited to Arabic learners, but benefits other language professions. A'izzatul Islami (2019) revealed that phonemes have an important role in helping students learn a language, and that anyone who wants to learn the correct pronunciation of a foreign language must first master a large number of new Phonetic.

As soon as the importance of phenomena is in teaching Arabic, there are still problems faced by Arabic students for non-speakers, for example confusion or mistakes, as well as the exchange of voices with one another, Salah Abdullah (2009) argued that among the problems faced by students in Arabic is the dilemma of pronouncing some Phonetic that foreigners cannot pronounce, such as phonemes, "ض" intervention with the phoneme "د", "س" intervention with the phoneme "ص", "ه" intervention with the phoneme "ح", "ح" itself intervened with the phoneme "خ", "ط" with the phoneme "ت", "ق" intervened with the phoneme "ك", ع, ظ, زand غ.[3] Kamal Bishr (1986). confirmed that non-Arabic students have difficulty pronouncing or pronouncing the phonemes of our Language (Arabic), among the phonemes that are difficult for foreign students to pronounce are the phonemes: ع ه غ خ ظ ض ص ط ذ ث ق. Among the various phonological issues that could be studied, here we have considered the problem because in Arabic there is no opposition between *p* and *b* phonemes and *f* and *v* phonemes, (Mei Elbreki, 2021).

Arabic teachers need to be aware of the aspects in which their students make errors in phonetics, and that they cannot find these errors unless they analyze these errors, as argued by Abdullah bin Ibrahim Al-Fauzan (2011) that language error analysis is a special system process to identify difficulties. Problems in learning process for students with different language backgrounds. Therefore, teachers need to research and analyze the verbal errors faced by students so that they can be evaluated and corrected. Yuki Sriadarma (2015) stated that error analysis is the interpretation of errors linguistically and psychologically with the aim of helping learners to learn. Therefore, after classifying errors, then investigating for the target language, because each student is different from other students until difficulties in pronunciation, (Rachmayanti and Alatas), differences background for the students (Ahmad Fikri et al, 2021).

Language problem has two meanings, as Jasim Ali Jassim (2009) said namely error and mistake. Errors are language errors caused by speakers breaking rules or grammar rules (breaches of code). This error occurs because speakers already have grammar rules (rules) that are different from other' grammar, so that it has an impact on the imperfection or incapacity of speakers. This has implications for the use of language, language errors occur due to speakers using the wrong language rules. This error is called a competency error. While mistake is due to speakers not being right in choosing words or expressions for a certain situation. This error refers to errors resulting from incorrect speakers using known correct rules, not due to lack of mastery of a second language. An error occurs with an incorrect speech product, this error is called a performance error. Both are in the same sense, namely the problem. In Arabic too, there are many words that refer to one meaning, including lapses, error, mistake, and fall. As quoted by Uril Bahruddin (2019) in the *Ma'ani* dictionary, error is Fell in his speech which means "error". From the explanation above, it can be concluded that mistakes cannot be corrected or corrected if the teacher does not help students in correcting or correcting these mistakes. The phoneme error in this study is to use Phoneme that deviate from the grammar of students of the West Nusa Tenggara Integrated Islamic junior High School. To highlight this important answer, this study focuses on describing the analysis of phoneme errors of the Integrated Islamic junior High School students in West Nusa Tenggara.

After reviewing several previous studies, the researcher found several studies related to this study, the research conducted by Antar Salhi Abdullah (2009) about the Arabic phoneme system and the teaching of phoneme pronunciation. Another study was conducted by Mansour Hu Yuxiang (2015) analyzing the problem of teaching Arabic phonemes to Chinese students and their solutions. Another study conducted by Dakouri Masiri, and Dafa Sumiyah Allah

Ahmad Al-Amin (2015) on phonological problems in learning Arabic for native speakers at the Language Center, Department of Arabic, Al-Madinah International University, Malaysia. Then, a study was done by Bassam Mesbah Agbar (2018) about the phenomenon of qalqalah in the yellow book based on modern phoneme lessons in the applied study of *Surah Al-Baqara* at *An-Najah* National University in Nablus, Palestine. Analysis of phoneme errors at the Integrated Islamic Secondary School level has not been discussed yet by previous researchers, so this research is considered to be able to complement previous studies, and researchers do what other researchers have not resolved.

According to the background above. The purpose of this study was to obtain data and information about Arabic pronunciation errors in West Nusa Tenggara students. The results of this study are expected to contribute to the development of Arabic learning and to provide a comprehensive understanding that the pronunciation of Arabic phonemes is very important in learning Arabic to avoid pronunciation errors so that it does not hinder the Arabic learning process, especially in speaking skills.

METHOD

The research approach was qualitative because the data in the study were taken from phenomena in the field that are not in the form of numbers. This type of research was a case study on the Arabic phoneme errors in West Nusa Tenggara students. The research population was on integrated Islamic junior high school students in West Nusa Tenggara. As for the sample of this study, students of the Al-Mahmud Integrated Islamic Junior High School in Bima which were selected by using a simple random as sample technique.

The data of this research were the results of the students' audiovisual recordings when reciting Arabic text. The data that has been collected is then analyzed. The data analysis procedure can be illustrated in Figure 1
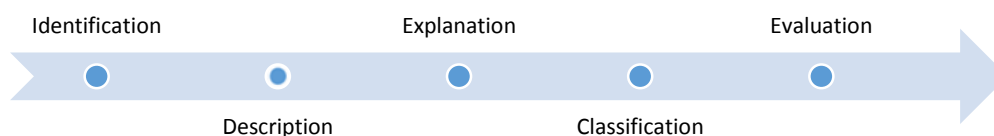

Figure 1. Data Analysis Process

Figure 1 shows the steps for analyzing the data are described using the error analysis of Tarigan. Error identification was to identify the forms of phoneme errors made by students. Error description was to explain deviations in each weakness and correct phoneme reconstruction. Error explanation aimed of

identifying the source and cause of the error. Error classification was done by grouping errors into several categories based on their similarity in form or nature. Error evaluation of the results of the analysis which was carried out to develop suggestions for improving Arabic learning in the future.

RESULTS & DISCUSSION

Identitification of Arabic Phonetic and Arabic phoneme errors made by non-Arabic students in Junior high School.

Among the mistakes made by students were the pronunciation errors or pronunciation of Arabic Phonemes. Students pronounce the phoneme "همزة" with ع, phoneme "ب" with ي, phoneme "ت" with ن, phoneme "ث" with س, phoneme "ج" with ذ, ز, phoneme "ح" with ه, خ, phoneme "خ" with ح, ه, phoneme "د" with ث, س" with ج, س, phoneme "ز" with ج, س, phoneme "ر" with د, ج, phoneme "ب, ج د, phoneme "ض" with س, phoneme "ص" with س, phoneme "ش" with س, phoneme "همزة, ص, ش, phoneme "ع" with ج, ض, ض, د, phoneme "ظ" with jo, phoneme "ط" with ت, phoneme "غ" with ك, غ, phoneme "ق" with ع, همزة, ق, phoneme "ف" with و, phoneme "ك" with ع, همزة, phoneme زة , phoneme ك, هم phoneme "ل" with ق, همزة, phoneme "ك" with خ, ح, phoneme " "ه with و phoneme "مر" with همزة, ه, phoneme "ن" With ب, phoneme "and phoneme ف with "ي" with ت, e. For example, a student says: "كتبة" (by shortening ت), he wants to say: كتابة(by lengthening ت), there is also a student who says: آخ(by extending همزة), he wants to say: أخ(by shortening همزة), there is also says: E خوة, عخ, خ E (with ع, and E), And he wants to say: " ، أخٌّ إخْوَةٌ ، أُخْتٌ"with (همزة).The percentage of errors in Arabic Phoneme in terms of letters can be explained in Figure 2
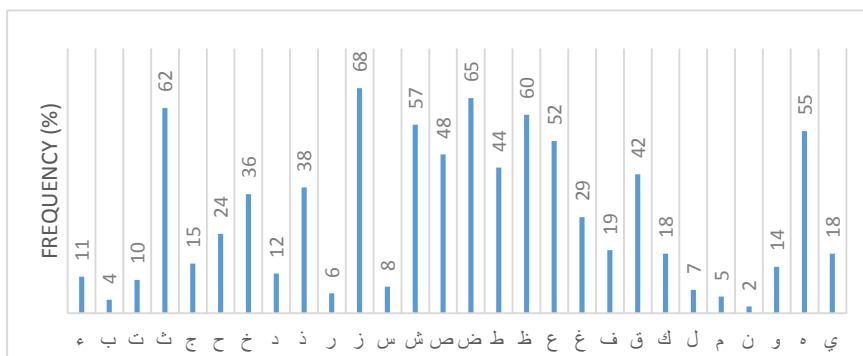

Figure 2. Percentage of Error Identification

Figure 2 concluded that the Arabic phoneme errors of non-Arabic students in secondary schools vary, ranging from the least errors to the most errors. The percentage of errors in each phoneme is as follows: phoneme همزة11%,

phoneme ب4%, phoneme ت10%, phoneme ث62%, phoneme ج15%, phoneme ح24%, phoneme خ36%, phoneme د12%, phoneme ذ38%, phoneme ر6%, phoneme ز68%, phoneme س8%, phoneme ش57%, phoneme ص48%, phoneme ض65%, phoneme ط44%, phoneme ظ60%, phoneme ع52%, phoneme غ29%, phoneme ف19%, phoneme ق42%, phoneme ك18%, phoneme ل7%, phoneme م5%, phoneme ن2%, phoneme و14%, phoneme ه55%, phoneme ي18%. The results showed that non-Arabic students had difficulty pronouncing the ث, ظ, ش, ه ز, ض, Phoneme, the phoneme that had the most errors uttered by non-Arabic students was the ز phoneme. In the sense that the ز phoneme is more difficult than other phoneme.

Rushdi Ahmad Thaima (1989) said in his research, the phoneme that are difficult for students to pronounce are ك ,ق ,ظ ,ط ,ض ,ش ,س ,خ ,ح ,ت, and this is because the students' language backgrounds are very diverse. In this study, there was no ز phoneme found, this indicates that students did not find difficult to pronounce the ز phoneme.

Likewise in research conducted by Dakuri Masiri and Samiyah Daf'a Allah Ahmad (2009) that the phoneme of Arabic are varied, therefore non-Arabic speakers have difficulty learning Arabic phoneme, and this study found that the results as follows: (a) that 90% of individual samples have difficulty pronouncing ع and ح, (b) that 80% of sample members have difficulty pronouncing ه and همزة, (c) that 70% of sample members have difficulty pronouncing Phoneme خ and ع.

Likewise in this study, there was no ز phoneme. This showed that students do not find it difficult to pronounce the ز phoneme . As for the research conducted by Antar Salhi Abdullah, "Arabic phoneme system and Voice Recitation Teaching", the results of this study indicate that the problem faced by beginner Arabic students is the problem of pronouncing some special Phoneme in Arabic, especially those that are intervened, such as / ط, / ح, / ه, / ص, س / ,د ,ض ج / ,غ ,ع, / ك ,ق / ,ت. In this study, there was no ز phoneme intervention to خ phoneme.

Description of the Arabic Phoneme Errors of Non-Arabic Students in junior High Schools

Error phonemes in the pronunciation of Arabic language students are: Pronounce همزة with E, ع, and phoneme correct أَخّ، إِخْوَةٌ، أُخْتٌ, phoneme description ء: articulation lies at the base of the throat. Pronounce باء with bee, ي, phoneme correct كِتَابَةٌ ، كَبِيْرَةٌ، أَبَاكَ : popping phoneme', where the articulation of the meeting of the upper lip and lower lip. Pronounce تاء with ن, phoneme correct أَنْتَ، أَنْتِ، بَيْتٌ, phoneme description: popping phoneme, tem articulation of the tip of the tongue slightly clamped between upper and lower incisors.

Pronounce ثاء with س, phoneme correct ثُلَاثَاءٌ ،كَثِيْرَةٌ ،ثَلَاثَةُ, phoneme description: fricative phoneme, where the articulation is at the tip of the tongue and coincides with the upper incisors.

Pronounce جيم with je, ذ, ز, phoneme correct اَلْجُمْعَةُ، مَسْجِدُ الْجَامِعَةِ, phoneme description ج: compound or affricative, where the articulation is in the middle of the tongue. Pronounce حاء with خ, ه, phoneme correct حَلِيْبٌ، صَحِيْحٌ، حُسَيْنٌ, phoneme description ح: fricative phoneme, the place of articulation is in the middle of the throat. Pronounce خاء with ه, ح, phoneme correct بِخَيْرٍ، خِيَانَةٌ، اَلْخُبْزُ, phoneme description خ: fricative phoneme, the place of articulation is at the end of the throat. Pronounce دال with ج, ب, phoneme correct أَوْلَادُ، صَدِيْقِيْ، مَدَارِس, phoneme description د: popping phoneme, the articulation of the tip of the tongue slightly pinched between the two upper and lower incisors. Pronounce ذال with ج, phoneme correct ذَالِكَ، اَللَّذِيْذُ، الْأُذُنُ, phoneme description ذ: fricative phoneme, where it articulates from the tip of the tongue and coincides with the upper incisors. Pronounce راء with د, ج, phoneme correct اِقْرَأْ،يُرِيْدُ، رُزٌّ, phoneme description ر: vibrating phoneme , where the articulation is from the tip of the tongue, at the roof of the upper mouth, and the tongue vibrates.

Pronounce زاي with س, ج, phoneme correct يَزُوْرُ، اَلـزَّوْجُ، زِيَارَةً, phoneme description ز: fricative phoneme , its articulation at the tip of the tongue between the upper and lower teeth, is closer to the plague. Pronounce سين with ش, ث, phoneme correct مُسَاعَدَةٌ، بَسِيْطَةً، دَرْسُ, phoneme description س: fricative phoneme, where the articulation is at the tip of the tongue and right between the upper and lower incisors. Pronounce شين with س, phoneme correct يُشَرَّبُ، شُرِبَ، شِرَاءٌ, phoneme description ش: fricative phoneme, articulates in the middle of the tongue and is fixed with the upper palate. Pronounce صاد with س, phoneme correct صَبَرَ، مَصِيْرٌ، صُوْرَةٌ, phoneme description ص: fricative phoneme, where the articulation is at the tip of the tongue between the upper and lower teeth, but closer to the bottom. Pronounce ضاد with د, phoneme correct بَعْضَ، بِبَعْضٍ،مَغْضُوْبٌ, phoneme description ض: popping phoneme, where the articulation is at the base of the left and right tongue edges, and coincides with the molars. Pronounce طاء with ت, phoneme correct طَلَبَةٌ، طِيْنٌ، طُلَّابٌ, phoneme description ط: popping phoneme, where the articulation at the tip of the tongue meets the upper gums.

Pronounce ظاء with jo, ج, د, ض, phoneme correct نَظَرَ، عَظِيْمٌ، يَنْظُرُ, phoneme description ظ: fricative phoneme, where the articulation at the tip of the tongue meets the tip of the upper front teeth. Pronounce عين with ء, phoneme correct سَعَى، مَعِيْ، عُمْرٌ, phoneme description ع: fricative phoneme , its articulation is in the middle of the throat. Pronounce غين with ع, ق, ء, phoneme correct غَلَبَ، يَغِيْبُ، غُلُو, phoneme description غ: fricative phoneme , the place of articulation is at the end of the throat. Pronounce فاء with و, phoneme correct فَتَحَ، مُوَفِّقٌ، فُرُوْقٌ,

phoneme description ف: fricative phoneme, the articulation of which is on the part of the lower lip that is in contact with the tip of the upper incisor. Pronounce قاف with ك, غ, phoneme correct صَدِيْقَةٌ، صَدِيْقِيْ، يَقُوْلُ, phoneme description ق: popping phoneme , where it articulates at the base of the tongue adjacent to the throat and is pressed against the roof of the mouth. Pronounce كاف with ق, ء, phoneme correct مَكَاتِبُ،كِتَابٌ،يَكُوْنُ, phoneme description ك: popping phoneme , where the articulation is in the center of the base of the tongue (slightly forward) which is attached to the soft palate. Pronounce لام with ك, ء, phoneme correct اَلصَّلَاةُ، يُصَلِّى، حَالُكَ, phoneme description ل: side or lateral phoneme , where the articulation is from the tip of the edge of the tongue and the tongue is placed at the tip of the upper palate. Pronounce ميم with ه, ء, phoneme correct مَصْدَرٌ، مِبْرَةٌ، مُحَمَّدٌ, phoneme description م: snort or nasal phoneme , the place of articulation between the two lips (between the upper and lower lips).

Pronounce نون with ب, phoneme correct نَشَأَ، إِنْدُوْنِيْسِيَةٌ،نُصُوْصٌ, phoneme description ن: squeal or nasal phoneme, the articulation place between the two lips (between the upper and lower lips) by silencing the lips. Pronounce هاء with خ, ح, phoneme correct هُوَ، يُشَاهِدُ، اَلْهَادِى, phoneme description ه: fricative phoneme, the place of articulation is at the base of the throat. Pronounce واو with ف, phoneme correct وَقَعَ، تَجْوِيْدٌ، وُلِدَ, phoneme description و: approximation or lateral phoneme, the articulation place between the two lips (between the upper and lower lips) by opening the lips. Pronounce ياء with yee, ت, phoneme correct يَبَسَ، تَأْيِيْدٌ، مِلْيُوْنٌ, phoneme description ي: approximation or lateral phoneme , the place of articulation is in the middle of the tongue. Shorten the phoneme that should be long نصص ،كتبة،كثِرَة, phoneme correct نصوص ،كتابة،كثِيرَة, Phonemes are read long if there are alif, wawu and ya' breadfruit or die afterwards. Extending phonemes that should be short آخ، جُمُوعَة، اَلْأُذُونُ, phoneme correct أخ، جُمْعَة، اَلْأُذُنُ, Phonemes are pronounce short if there are no alif, wawu and ya' breadfruit or die afterwards.

Explanation of the Arabic Phoneme Errors of Non-Arabic Students in junior High Schools

The reasons for the occurrence of the Arabic phoneme errors in non-Arabic students are:

Environment

It does not help students use Arabic Phonetic every day, it can be seen from the voice recordings that students are lacking in pronouncing Phonetic fluenty. Then, environment is not suitable for the application of Arabic Phonetic. Since the environment is the first time a child learns a language, and grows in it, and it depends on his hearing and his attractiveness in life situations, second language learners of adults face difficulty pronouncing some Phonetic that are not found

in their mother tongue. In addition, the phoneme system has difficulty adapting to a new language as you get older.

Language Intervention

Intervention here means incorrectly applying the first language system to the second language. In the second language, the phoneme is considered a single phoneme by analogy with the first language and its pronunciation is without distinction. For example, someone who is learning Arabic might pronounce / ث/ and / س / as if / s / is affected after being differentiated in Indonesian. (ثلاثة) the pronunciation of Indonesian / ث/ and / س / as if / s / is influenced by the absence of differences in Indonesian. Phonetic that are difficult for non-Arabic students who are learning Arabic, and among the phoneme errors made by students is replacing them with some Phonetic that are not found in their native language with others. They say "ثلاثة, كثير, وثلاثاء" with " سلاسة, وكسير, وشراء, the phrase " يشرب, وشراء, " to "زيارة ويزور" ,"سيارة ويسور" , the phrase "وسلاساء becomes"صبر, ومَصِيْر ، وصُوْرَة and the phrase " يسرب, وسراء, وسرب" to "وشرب سَبَرَ ، ومَسِيْر ، وسُوْرَة."

Performant Factors

One of the causes of vocal errors is fatigue, lack of attention in practicing and exercising. After interviews with students, it was obtained that some students were not enthusiastic, and concentrated on pronouncing Arabic Phonetic. The evidence is: Some of them pronounce (إخوة ، أَخٌ) become "E خ, E خوة",(كبيرة) become " ee ر", some say (مَسْجِد) become " دزمس د", some say (تَأْيِيْدٌ) ", And some say (نَظَرَ) becomes" نزجو ر".

   Abu Mughanim (2018:9) said that phoneme errors originating in environmental languages are caused by an incorrect difference between the phoneme that represents the substance of the word, and the shortening of the long vowel or the lengthening of the short vowel. This was confirmed by Douglas Brown (1994: 221) the reason for errors in students was the students' environment. The student environment is a major source of error, although it overlaps with the two types of transmission.

   Brown (1994: 221) said that the cause of the error is the overlap of the phoneme of the first language with the phoneme of the second language, meaning the pronunciation of a phoneme in the second language as it is pronounced in the first language. For example: (ثلاثة) pronounces the phoneme / س/. The phoneme ث comes out of the tip of the tongue and the upper crease, and is not found in their native language, so they replace it with the سphoneme they have, which is S. So we hear them say "ثلاثة" to "سلاسة" even though they are different. Nasruddin Idris Jawhar (2014:187) in his book says that the cause of phoneme errors is the mother tongue when people pronounce Arabic Phonetic with lahjah or Indonesian Phonetic. Muhammad al-Najjar et al (2001) emphasized

that language intervention is one of the causes of errors in pronouncing Arabic Phonetic. Local dialects influence the pronunciation of some Arabic Phonetic, which results in pronouncing two different Phonetic in one form, and this phenomenon is evident in two pairs of Phonetic: ض, ظ, غ, ق. A group of factors works together to make the problem of pronunciation more difficult. The interference of the mother tongue and learning environment, (Abugohar & Yunus, 2018).

Chomsky said the causes of vocal errors are based on fatigue, lack of interest, or what are called performance factors. This error is an application or training error, and is also known as a mistake (Tarigan, 1985). It is said by Jassim Ali Jassim (2009) one of the fatigue factors is reducing interest in objects, limiting memory, and forgetfulness.

Classification of the Arabic Phoneme Errors of Non-Arabic Students in junior High Schools

Errors can be classified into three types: omission, addition of mad (addition) and substitution of another vote.

Table 1. The errors classification

Mad removal	Adding Mad	Replacing Phoneme with Another Phoneme
Eخ، عخ، Eخوة، كناية، كbeeر، سلاسة، سلاساء، الزامعة، مسزد، الزمعة، الذامعة، مرﻩجد، جالك، يسرب، سراء، سرب، الأجن، سيارة.	آخ، الجموعة، روز، الدارس، وولد، غولو، سامر، قوتل،.	كتبة، ثلثة، كثر، الجمعة، حلب، خينة، نصص.

Table 1 Desribes the errors classification consist of Mad removal, Adding Mad and Replacing Phoneme with Another one. **Mad removal**, Arabic phoneme error made by students in terms of shortening long vowels (removing long vowels) as follows: those who say: "كتبة" by shorting phoneme ت, they want to say "كتابة" by lengthening phoneme ت. Some students said: "ثلثة" by shortening phoneme ل, and they want to say: "ثلاثة" by extending phoneme ل. Students said: "كثر" by shortening phoneme ث, and they wanted to say: "كثير" by shortening phonemeث . Some say: "اَلْجَمِعَة" by shortening phoneme ج , they want to say: "الجامعة" by extending phoneme ج. Some say: "حَلِبٌ" by shorting phoneme ل, and they want to say: "حليب" by extending phoneme ل. Students say: "حِينَةٌ" by shortening phoneme ي, they want to say: "خيانة" by extending phoneme ي. Some students say: "أَوْلَدُ" by shorting phoneme ل, and they want to say: "أولاد" by extending phoneme ل. Students say : "نُصُصٌ" by shortening phoneme ص, they want to say: "نُصُوصٌ" by extending phoneme ص. The students

make mistakes in understanding what they hear, so they speak based on what they hear, so hearing errors cause errors in pronunciation, and students may make mistakes in understanding the important differences between the Phonetic of some languages, because the Phonetic is not present in the original language or in the mother tongue.

Adding Mad There is an error adding mad when pronouncing sentences همزة, م, ر, د, غ Pronounced by lengthening آخ, اَلْجُمُوعَة, رُوزٌّ, اَلدَّارْسُ, غُولُو, وُوْلِدَ and وphoneme which are not supposed to be long. It should be pronounced short, namely آخ, اَلْجُمُعَة, رُزٌّ, اَلدِّرْسُ, غُلُو, وُلِدَ. Replacing phoneme with another phoneme error of Arabic Phonetic of non-Arabic students is in terms of changing the phoneme to other phonemes, as follows: Some students say: "E خ, عخ and E خوة " with the phoneme of ع and E, in case they want to say: " إخوة أخ, with vowels همزة. Some of the students said: " ر bee كناية, ك " with the phoneme ي and E, they want to say: "كتابة, كبير" with the phoneme of ب. Some students say: "بَيْنٌ" with the phoneme ن, in case they want to say: "بَيْتٌ" with the vowel ت. Someone says: "سلَاسَةٌ ، كَسِيرٌّ ، سُلَاسَاءٌ" with phoneme س, and they want to say: "تَلَانَةُ-كَثِيْرَةٌ- ثُلَاثَاءٌ" with phoneme ث. Some students say: " اَلذَّامِعَة - مَسْذِد د زjemسْ je- اَلزَّامِعَة- مَسْزد- اَلزُّمْعَة- اَلذُّمْعَة- مَس مَعْجِجة" with the phoneme E, ذ and جز, they want to say:"- اَلزَّامِعَة- مَسْزد- اَلزُّمْعَة" with the phoneme E, ذ and جز. Some students say: "هَلِيْبٌ ، صَهِيْخٌ ، هُسَيْنُ ، خَلِيْبٌ ، صَخِيْخٌ ، خُسَيْنُ" with the phoneme خ and حه, in which case they want to say: " ح، خَلْيْبٌ سمَصَ Some of these students say:"اَلهُبْزُ ، هِيَانَةٌ ، اَلْخُبْزُ ، حِيَانَةٌ ، بحيْرٍ" with حand هPhoneme, they want to say: "بخَيْرٍ- خِيَانَةٌ-اَلْخُبْزُ" with phoneme . Some of the students say: phoneme ج ، ب, in which "صحِيْق ، مَجَارسُ ، أُوْلَابُ ، صَبِيْقِي ، مَبَارسُ"ي with a case they want to say: "أَوْلَادُ صَدِيْقِيْ فِي الْمَدَارِس" with phoneme dal. Some students say: "جَالِكَ ، اَللَّجِيْخُ ، اَلأُجْنُ" with a جphoneme , and they want to say: "ذَالِكَ - اَللَّذِيْذُ- الأُذُنُ" with a ذphoneme . Some of them says:"يُجِيْدُ ، يُدِيْدُ" with a د ، ج phoneme , they want to say: "يُرِيْدُ" with an رphoneme . Someone said: "جَوْجٌ ، جِيَارَةٌ ، يَجُوْرُ ، سِيَارَةٌ" with جand سPhoneme, in the case they want to say: "يَزُوْرُ - اَلزَّوْجُ - زِيَارَةً " with زِيَارَةً. Some of these students said: "يُسَرِّبُ ، سِرَاءٌ ، say: "يُشَرِّبُ-شُرِبَ-شِرَاءٌ" with an شphoneme , they want to say: "سُرِبَ ش with an سphoneme . Students said:"سَبَرَ ، مَسِيرٌْ ، سُوْرَةٌ" with the phoneme of س, in which case they want to say: "صَبَرَ-مَصِيرٌْ-صُوْرَةٌ" with the vowel ص. students says: " ، بَعْدَ بَعْضَ-بِبَعْضِ- اَلْمَغْضُوْبُ" with a دphoneme , and they want to say: "بِبَعْدِ ، اَلْمَغْدُوْبُ with a ضphoneme . students said: "سَأَى ، مَئِيْ ، أُمْرٌ" with the phoneme of همزة, they want to say: "سَعَى-مَعِيْ- عُمْرٌ" with the phoneme of ع. They said: "صَدِيْكَةٌ ، صَدِيْكِيْ ، يَكُوْلُ ، صَدِيْغَةٌ ، صَدِيْغِيْ ، يَغُوْلُ" with Phoneme كand غ, in which case they want to say: "صَدِيْصَيَة قَصَيَة قْصَيَة قُصَيَة قْصَيَة قُصُيَة قُصَة". Some of these students said: "اَلْحَادِى ، يُشَاحِدُ ، حُوَ ، اَلْخَادِى ، يُشَاخِدُ ، خُوَّ" with the phoneme ح خ, they want to say: "هُوَى ، يُشَاخِدُ ، خُوَّ" with the phoneme خ ، ح, they want

to say: " خُوَ يُشَاخِدُ-هُوِ phoneme . they say: " مِلْتُوْنٌ ، تَأْتِيْدٌ ، تَبَسَ ،د" with the ye تأ phoneme E, ت, in which case they want to say: "مِلْيُوْنٌ-تَأْيِيْدٌ-يَبَسَ" with vowel ي. From the previous research, it was seen that the results of the phoneme error analysis mentioned in the phoneme recording of students were presented by the researcher with the percentage.

Table 2. The Data Classification Of Phoneme Errors

Fields	Percentage
Mad Omission	16 %
Mad Additional	18 %
phoneme Substitution	66 %

Table 2 shows the percentage of errors in Arabic Phoneme in non-Arabic students in high school was 16% mad deletion, 18% error for adding mad, while the replacement of Phoneme with other Phonemes was 66%. From the table above it can be concluded that the phoneme errors of Arabic of non-Arabic students in high school are more likely to confuse one phoneme with another, so that in learning Arabic Phonetic are prioritized or focused on similar Phoneme or easier Phoneme felt by students rather than short vocal exercises and long vocals.

Muhammad Ali Al-Khauli (1986) said it is difficult for non-Arabs to distinguish between long and short *harakat fathah*. Manahel Hamad Alziaidi and M. Abdel Latif (2019) said an Arab students' difficulties in English consonant pronunciation. It emphasized that non-Arabic students find it difficult to distinguish between short *hamzah* and *harokat fathah* non-Arabic students find it difficult to distinguish between short fathah and long fathah, for example: "سَامَرَ ، سَمَرَ", non-Arabic students find it difficult to distinguish between short dhamah and long dhamah, for example "قُوْتِلَ ، قُتِلَ", non-Arabic students find it difficult to distinguish between short *kasrah* and long *kasrah*, for example " زِرْ ، زِيرْ". Moreover, he said that this difficulty may be mistaken for students in understanding the important differences between some Arabic Phoneme heard and considered insignificant compared to what is in their mother tongue. If his language doesn't differentiate between / ز, س/ or between / ظ, ث/ or between / ط, ت/ then he tends to ignore these differences when he hears Phoneme in Arabic or when he pronounces Arabic Phoneme. Among the Arabic Phonemes that are difficult for non-Arabic to pronounce are the / ط, ص, ض, ط/ Phoneme, these are strong Phoneme or velar Phoneme or pharyngah Phoneme. Non-Arabic students find it difficult to distinguish the following Phoneme: / د ,/ ض, / ط ,/ ط ,ت / ذ, ظ / ,/ س, ص //.

Dakuri Masiri and Samiyah Daf'a Allah Ahmad (2001:2:4) emphasized that phoneme teaching is one of the different phoneme functions that leads to a change in the meaning of words, and after that language training is used related to the long *harokat*.

Evaluation to the error of Arabic Phoneme in non-Arabic students in high school

All Phonemes are unique in terms of their nature and place of exit (*makhraj*), therefore the pronunciation of one phoneme is not the same as another phoneme. Suggestions in teaching and learning Arabic Phonetic are as follows:

Continuous Practice: the purpose of continuous practice or practice is that students practice pronouncing Phoneme according to the teacher's supervision in the classroom.

Teaching Arabic Phonetic: is a school provides special classes to teach Phonetic to students.

Listen to Arabic audio and video: teachers and students make use of Arabic recordings or videos, they can listen to or watch through YouTube, as it is useful for overcoming various problems in teaching Arabic Phonetic.

Teaching Arabic Phoneme from an early age: teaching non-native native speakers of Desawa. Foreign languages have difficulties with some Phoneme, and it is difficult for them to learn and master them like the original people, unless they have a strong determination and are diligent in practicing formally and extensively. Learning Phoneme must be early in order to make them easier to understand.

Teaching phoneme from easy to difficult with a variety of exercises: Arabic phoneme learning must start from the easy level then the difficult one.

In accordance with the explanation of Muhammad Bakri Bakiet, a lecturer at UIN Maliki Malang from sudan: "Teaching Arabic Phonetic must be supervised by a teacher who has the ability to correct when he makes mistakes". The student emphasized that the training helped him correct phoneme errors. Rushdi Ahmad Thaima (1989) also added that the use of Arabic by foreign students as language teachers, at such a level, there should be no tolerance in the form of pronunciation, but rather accuracy in performance and the teacher's duty to correct any mistakes.

In accordance with the explanation of prof. Faishal, a lecturer at UIN MALIKI Malang from sudan, where he said: Special sessions for teaching Phonetic are very useful to help students improve the pronunciation of Phoneme or similar Phoneme that are not in their native language. activities requiring students to speak in Arabic may support the development of Arabic language skills, (Sarip &

Rafli, 2018). Best way to learn the pronunciation of a second language is by listening tonative speakers of that language and by practicing it regularly, (Jabali & Abuzaid, 2017).

This is what Abd Al-Fattah (1993) said that the Student must listen to the Arabic phoneme from the recording to know how to pronounce the correct pronunciation. Rivers emphasized that teaching foreign Phoneme using the two senses of hearing and sight is useful in solving problems in teaching foreign Phoneme because students not only hear, but also hear and see to confirm the truth of what is said. The disciples hear and see the shape of the phoneme, (Rivers, 1972).

Muhammad Bakri said phoneme is an important element in a language, therefore, phoneme learning must be taught as early as possible so that there are no difficulties in the future. Al-Jahir emphasized that teaching Phonetic starting in children is faster and more capable at teaching second language Phonetic than adults, (Al-Jahir, 1998).

Dakuri Masiri (2015) said to deal with the problem of phoneme errors, you have to start the lesson from what is easy for students to understand then move on to the difficult one in other words. Rushdi Ahmad Thaima (2009) said that the teaching method an interesting Arabic phoneme is that students have to start from what is easy for students before teaching difficult.

the findings in this study indicate that the most difficult phoneme for non-Arabic speakers to pronounce is the phonemes الزاي, الضاد, الثاء, الظاء, الشين , viewed from the factor of the place of articulation, consonants are avico-alvealars, apico-denal-alveolar, inter-dental and foronto-palatal. Then, the easiest is the phoneme النون, الباء, الميم, الراء, الام , viewed from the factor of the place of articulation, consonants are apico-denal-alveolar, bilabial, avico-denal-alveolar.

CONCLUSIONS

Based on the explanation and analysis of the data above, it was found that phoneme errors that occurred in integrated Islamic students are inter-dental sounds (ذ, ث, ظ) 134 errors, dorso-uvulars (ق) 35 errors, root-pharyngeals (ع, ح) 64 errors, golotals/faringal (ه, ء) 55 errors, avico-alucolars (س, ز, ر, ص) 109 errors, dorso-velar (خ, ك, غ) 69 errors, foronto-palataf (ش, ج) 61 errors, apico-denal-alvedar (د, ض, ل, ط, ت, ن) 118 errors, labio-dental (ف) totals 16 errors, madio-patatals (ي) 14 errors, bilabial (و, ب, م) 19 errors. These errors cause sound changes and change the meaning or meaning of a word. This error occurs due to the limitations of students in producing speech and are still affected by the first language (interlingual), and limitations in the rules of speaking in the

target language (intralingual), students' environment and performance factors. Suggestion that can be developed in learning Arabic phoneme are: continuous practice, Teaching Arabic phonetics, listening to Arabic audio and videos, Teaching Arabic phoneme from an early age and from easy to difficult with a variety of exercises. The research is limited only to the problem of Arabic phoneme. The next researcher can develop research with the same theme in a wider context and more variables. So that it can find deeper research findings.

ACKNOWLEDGMENT

BIBLIOGRAPHY

Abdullah, A. S. (2009). An-nizham al-shauti al-'Arabi wa ta'lim nuthq al-ashwat. *Sekolah Jurnal Dan Studi Afrika. Universitas London. Pusat Bahasa Soas 2*(1), 45-67. https://www.goodreads.com/book/show/34538612

Aghbar, B. M. (2018). Zhahirah al-qalqalah fi al-dars al-turath fi dhau 'al-dars al-shauti al-hadits dirasah tathbiqiyah' ala surah Al-Baqarah. *Jurnal IUGJHR 26*(1), 197-223. https://journals.iugaza.edu.ps/index.php/IUGJHR/article/view/2758/2030

Fikri, A., Muid, A., Ilhami, R., Norhidayah, H., Ilmiani, A.M., & Ikhlas, M. (2021). Arabic Learning in industrial revolution 4.0: Problems, opportunities, and roles. *Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature 4*(2), 166-178. DOI: https://doi.org/10.22219/jiz.v4i2.17069

Al-Fauzan, A. I. (2011). *Idha'at li mu'allimi al-lughah Al-'Arabiyah li ghairi al-nathiqin biha.* Fahrasah Maktabah Al-Malik Fahd Al-Wat'iyah Athna Al-Nashr.

Al-Jahir, A. U. (1998). *Al-Bayan wa al-tabyin, tahqiq abd al-salam harun.* Maktabah Al-khanji.

Al-Jassim, J. (2017). Nazhariyah tahlil al-akhta 'fi al-turath Al-'Arabi. Majallah majmu'ah al-lughah Al-Arabiyah Al-Urdun-Al-a'dad. *Al-Urdun: Majallah*

majmu'ah al-lughah Al-Arabiyah, 79, 151-210.
https://arabic.jo/ojs/index.php/JJaa/article/view/550

Al-Khauli, M. (1986). *Asalib Tadris al-lughah Al-'Arabiyah.* Mathabi 'Al-Farazdaq Al-Tijariyah.

Al-Najjar, M. R. (2001). *Al-Kitabah Al-'Arabiyah Maharatuha wa fununuha.* Maktabah Dar Al-'Arubah.

Amrulloh, M. A. (2016). Fonologi bahasa Arab (tinjauan deskriptif fonem bahasa Arab). *jurnal Al Bayan: jurnal jurusan pendidikan Bahasa arab, 8*(1), 1-13. https//doi.org/10.24042/albayan.v8i1.35

Brown, H. D. (1994). *Teaching by Principles: An Interactive approach to language pedagogy.* Prentice Hall Regents.

Masiri, D & Alminis. (2015). *Al-Mushkilah al-shautiyah fi ta'lim al-lughah Al-'Arabiyah Li al-natiqin bi ghairiha bi jami'ah Al-Madinah Al-'Alamiyah Annamudhaz. Jurnal Majmaa 2*(4), 385-421.
http://ojs.mediu.edu.my/index.php/majmaa/article/view/47

Elbreki, M. (2021). Learning Italian as an L2: the case of Arabic mother tongue learners. *International Journal of Humanities and Cultural Studies (IJHCS), 8*(1), 59-93.
http://www.ijhcs.com/index.php/ijhcs/article/view/3457

Tarigan, H.G. & Tarigan, D. (1985). *Pengajaran kesalahan berbahasa, pengajaran analisis kesalahan berbahasa.* Angkasa.

Rachmayanti, I. & Alatas. M.A. (2020). The learning of Arabic alphabets for special needs students in elementary school. *Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature, 3*(2), 79-94.
https://doi.org/10.22219/jiz.v3i2.11931

Islami, A. (2019). Ta'lim al-aswat Al-Indonisiyah wa Al-'Arabiyah 'ala dhau' al-taqabul al-lughawi. *Tarbiyatuna: Jurnal Pendidikan Ilmiah, 4*(2), 89-108.
http://ejournal.kopertais4.or.id/mataraman/index.php/tarbiyatuna/article/view/3785/2849

Jauhar, N. I. (2014). *'Ilm al-ashwat li darisi al-lughah Al-' Arabiyah Al-Indunisiyah.* Lisanul Arab.

Rivers, W.M. (1972). *Teaching foreign-Language Skill.* The University of Chicago.

Alzinaidi, M.H. & Latif, M.M.M.A. (2019). Diagnosing Saudi students' English consonant pronunciation errors. *Arab World English Journal (AWEJ)* , *10*(4), 180-193. https://dx.doi.org/10.24093/awej/vol10no4.14

Mahjum, A. F. (1993). *Ta'lim wa ta'alum al-aswat Al-'Aarabiyah al-sha'bah li ghair al-nathiqin biha.* Jami'ah Umul Quro.

Abugohar, M.A. & Yunus, K. (2018). Difficulties encountered by Arab students in pronouncing English correctly. *International Journal of Education & Literacy Studies (IJELS) Education for the Future, 6(4)*, 93-100. http://dx.doi.org/10.7575/aiac.ijels.v.6n.4p.93

Mughanem, J. A. (2017). *Tahlil al-akhta 'al-sharfiyah lada al-nathiqin bi ghair Al-'Arabiyah fi dhau'' ilm al-lughah al-tathbiqi.* Dar Jalis Al-Zaman lil Nashr.

Jabali, M.O. & Abuzaid, Y.J. (2017). Pronunciation Errors committed by palestinian students at An-Najah National University: An analytical approach. *Arab World English Journal (AWEJ) International PEER Reviewer Jurnal, 8*(2),119-131. https://dx.doi.org/10.24093/awej/vol8no2.8

Sarip, M., Rafli, Z., & Rahmat, A. (2018). Arabic speaking material design using content and language integrated learning (CLIL). *International Journal of Humanities and Cultural Studies (IJHCS), 5*(1), 272-286. http://www.ijhcs.com/index.php/ijhcs/article/view/3253/3027

Suryadarma, K. (2015). Al-Muqaranah Baina 'ilm lughah al-taqabul wa tahlil al-akhta. *Jurnal Lisanudhad, 2(1)*, 65-81. http://dx.doi.org/10.21111/lisanudhad.v2i1.472

Tha'imah, R. A. (2009). *Al-Marja 'fi ta'lim al-lughah Al-'Arabiyah li al-nathiqin bilughat ukhra.* Jami'ah Umu Al-Qura.

Bahruddin, U. & Halomoan, H. (2019). Tahlil Al-akhtho 'al-syafihiyah al-sya'i'ah lada thulab qism ta'lim Al-Arabiyah fi Al-Jumi'ah Al-Islamiyah Al-hukumiyah Bi Malang. *Arabi: Journal of Arabic Studien 4*(2), 201--214. DOI: https://dx.doi.org/10.24865/ajas.v4i2.186

Yuxiang, M. H. (2011). Mushkilat Ta'lim Al-Ashwat Al-'Arabiyah Lil Talamidz Al-Shiniyah: Al-Marhalah Al-Jam'iyah Al-Mabdaiyah namudzajan . *Seminar Antarabangsa Pengajaran Bahasa Arab* ,157-170. Universiti Kebangsaan Malaysia. http://www.ukm.my/sapba/prosiding%20sapba11.html