



## Analysis of Phonological Errors in Reading Arabic Texts in Muhammadiyah Penggung Primary School Yogyakarta

Nurfitria Hidayati

Master of Arabic Language Education, UIN Sunan Kalijaga Yogyakarta Indonesia

E-mail: [Nurfitriahidayatii@gmail.com](mailto:Nurfitriahidayatii@gmail.com)

Receive: 17/05/2023

Accepted: 17/06/2023

Published: 01/10/2023

### Abstract

*This research aims to determine phonological errors in reading Arabic texts in fifth grade students at SD Muhammadiyah Penggung. This research was carried out because these students still find many errors when reading Arabic, so from here the researcher wants to analyze phonological errors in the consonant and vowel parts to evaluate and find out solutions so that no more errors occur in reading Arabic text. Arabic is very important to learn because it is part of the language of the Koran, so if errors continue, it will result in errors in meaning. This research uses descriptive qualitative research. The method used in this research is a case study. The population in this study was class V students at SD Muhammadiyah Penggung located in KulonProgo with a total of 9 students. The sampling technique is using a saturation technique where in the end the entire population is used as a sample. So, the sample for this research is 9 students. Then the data collection technique uses test techniques and observation techniques. The results of this research indicate that phonological errors were found when fifth grade students at SD Muhammadiyah Penggung read Arabic texts. These errors are in consonants and vowels. As for errors in consonants, 16 errors were found. Then, 19 errors were found in vocal errors.*

**Keywords:** Phonology, Consonants, Vowels.

### PRELIMINARY

Arabic is a language used by people from the Arabian Peninsula in southwest Asia. Several countries in the world use and study Arabic, including Indonesia. Because Arabic is a South Semitic language that is fluent compared to other languages. In mastering and studying it, there are several skills that must be mastered, including: listening skills, speaking skills, reading skills and finally writing skills.

One of the skills for mastering Arabic is reading skills which are very important in developing Arabic language skills. In this case, reading skills aim to train students to become fluent in reading and to develop insight and improve understanding in Arabic reading. It can be said that reading is a means to go further from the other world and expand knowledge and discover the hidden meaning of reading.

It is known that reading has many benefits. However, problems are often found around us, even in schools. One of the reading errors is in phonological sounds. Reading errors in phonological sounds in Arabic are often known as makhorijul letters. Makhorijul letters are where the sound comes out so that you can differentiate the first letter from the next letter. Letter makhorijul errors often occur when speaking and even reading. It's not strange to find it often because this is part of learning. This was also experienced by fifth grade students at SD Muhammadiyah Penggung. This problem does not only occur in this school, almost all elementary or beginner schools make mistakes when reading Arabic textbooks.

In this way, reading error analysis is carried out to find a solution so that it does not happen again. When reading, it is very important to use rules including phonology so that you can understand and understand the meaning. In this case the author will carry out an analysis of phonological errors in reading Arabic texts which will be carried out by fifth grade students at SD Muhammadiyah Penggung.

This research only explains two things, namely the form of phonological errors in reading Arabic texts for students at SD Muhammadiyah Penggung Elementary School V. Researchers conducted a research test using a type of reading aloud in which students read the Arabic text one by one in turn

by pronouncing the letters aloud. Then the researcher recorded students' mistakes when reading.

## **Method**

Descriptive qualitative research is this research. Case study is the research methodology used. Researchers also recorded Arabic pronunciation by fifth grade students at SD Muhammadiyah Penggung. Then transcription is carried out according to phonological rules. The population in this study was 9 students. Meanwhile, the samples taken were 9 people. So, the sampling technique in this research uses saturated samples. A saturated sample is where the entire population is sampled. The data source in this research is the fifth grade students of SD Muhammadiyah Penggung located in Anjir hamlet, Hargorejo, Kokap District, Kulon Progo Regency, Yogyakarta.

The data collection methods used in this research are the observation method and the test method. Then the researcher used direct communication techniques and recording techniques. Direct communication techniques are used by researchers to go directly into the research field to collect data face to face, this is done in order to understand the true situation. Then the recording technique is used to record the research process. This technique is used to record student speech during an Arabic book reading

test and to determine phonological errors in certain sounds produced by students.

## RESULTS AND DISCUSSION

### Understanding Reading

The meaning of reading comes from the word qiro'ah, namely قرأ-يقرأ. Reading is a communication activity, namely between the reader and the reading text. In this case there is a cognitive relationship between spoken language and written language. Reading is an important skill because it increases knowledge.

There are two different reading styles: reading aloud and reading by pronouncing the words and phrases that have been read. When reading silently (with awareness), a person reads without repeating the sentences and words he reads.

### Understanding Phonology

Phonology is two words from Greek, namely phone and logos. Phone means sound, while logos means order. So, phonology can be interpreted as linguistics which studies the language sounds produced by phonological objects which can be divided into phonetics and phonemics. It can be explained that phonetics is the science of phonology which studies language sounds without looking at and paying attention to their meaning. Meanwhile, phonemics is the science of

phonology which studies sounds paying attention to their meaning.

One of the two categories of sounds in this language is phonemic. Phonemes describe linguistic sounds that influence meaning. Linguists classify sounds into three categories, namely vocal, instrumental, and environmental. Long Short Vowels; long and short vowels; Thin Thick Vocal Aspect; bold, semi-bold, and thin vowels; Singular Aspect of Compound Vowels); consonant; and semi-vowels are some aspects of vocals. In Arabic, the vowel phonemes fathah, kashrah, and dhammah are considered vowel phonemes. In Arabic, each of these phonemes impacts how the meaning of each word is formed. Naturally, meanings result from words with different phonemes as well.

### Error Analysis

The following is an analysis of errors that occur in fifth grade students at SD Muhammadiyah Penggung when reading Arabic texts. Researchers used Arabic text taken from the fifth grade textbook at Muhammadiyah Elementary School. The Arabic text is as follows:

God willing, God willing, God willing,  
God willing

إِسْمِي أَحْمَدُ، أَنَا طَالِبٌ فِي الْمَدْرَسَةِ الْإِسْلَامِيَّةِ، وَهَذَا أَبِي، اسْمُهُ  
السَّيِّدُ سَلْمَانٌ. هُوَ مُدَرِّسُ اللُّغَةِ الْعَرَبِيَّةِ فِي الْمَدْرَسَةِ الْمُتَوَسِّطَةِ  
الْإِسْلَامِيَّةِ. وَهَذِهِ أُخْتِي، اسْمُهَا زَيْنَبُ، هِيَ مُعَلِّمَةٌ تَشْبِطُ. وَهَذِهِ

أخي، اسْمُهُ رَضْوَانُ، هُوَ مُوظَّفٌ مُجْتَهِدٌ. أَنَا أُرِيدُ أَنْ أَكُونَ جُنْدِيًّا  
فِي الْمُسْتَقْبَلِ، وَأَنْتَ مَاذَا تُرِيدُ أَنْ تَكُونَ فِي الْمُسْتَقْبَلِ؟ وَأَنْتَ يَا  
فَاطِمَةُ، مَاذَا تُحِبُّنَ أَنْ تَكُونِي فِي الْمُسْتَقْبَلِ؟

In this analysis, researchers differentiate errors when reading Arabic texts from several aspects.

### 1. Consonant errors

Consonants in Arabic are makharijul letters. Makharijul letters are divided into five parts, including: the oral cavity, throat, tongue, two lips and nasal cavity. The following is an analysis of consonant errors:

Table 1. Kesalahan Konsonan

| Student's Name             | Number of consonant errors |
|----------------------------|----------------------------|
| Jauhar al-azzam            | 3                          |
| Naila Luthfi Nur Izzati    | 2                          |
| Aisyah Nur Ramadhan        | 2                          |
| Septi Nur Eka Safitri      | 4                          |
| Liana Eka Saputri          | 1                          |
| Hari Wigati Widodo         | 0                          |
| Dzikri Adira Pratama       | 1                          |
| Faiz Hero Pratama          | 2                          |
| Hanifah Fauzia Nurgi       | 1                          |
| Total: 16 consonant errors |                            |

In the table above are the results of research on phonological errors, namely in

consonants when reading Arabic texts, made by 9 students in class V of SD Muhammadiyah Penggung. There were 16 consonant errors found in each of the students. The following is an explanation of each of these errors, as follows: the error in reading the makharijul letter experienced by Adira students, namely in the word طالب, the error was in the letter ط but it was read ت as تالب. The next mistake is in the sentence لغة عربية which should be اللُّغَةُ الْعَرَبِيَّةُ. Furthermore, there is an error in the sentence وَحَدِهِ which should be وَهَذِهِ. Then an error was found in the sentence في مستقبل which should be. في المستقبل. Then a phonological error was found in the sentence يَا فَاطِمَةُ which should be يَا فَاطِمَةُ. Furthermore, the consonant errors found in this research were in the sentence مَاذَا which should be correct, namely مَاذَا. then the error found was in the sentence اسْمَهَا which should be correct, namely اسْمُهَا. The next mistake is from the word مُحَدِّسَةٌ which should be correct, namely مُهَنْدِسَةٌ. This error often occurs because the pronunciation of letters is almost the same. Furthermore, there is an error in the sentence تَسْبِطَةٌ which should be correct, namely تَسْبِطَةٌ. The next error is in the sentence مُوظَّفٌ which should be مُوظَّفٌ. In this error the reader does not know how to differentiate the pronunciation. Furthermore, there is an error in the sentence جُنْدِيًّا which should be جُنْدِيًّا.

In finding errors in reading this Arabic textbook, the researcher also noticed and predicted that one of the factors for errors in

reading this Arabic text was not being very familiar with hijaiyyah letters, then not being able to read Arabic fluently and lacking the habit of reading the Al-Qur. 'an. In this study, researchers found the same sentence errors in several students. Then the researcher summarizes briefly.

## 2. Vocal errors

Vowels in Arabic are errors that occur in the types of vowels, namely Short Fathah, Long Fathah, Short Dhammah, Long Dammah, Short Kasrah, Long Kasrah. The following is an analysis of vocal errors as follows:

| Student's Name             | Number of consonant errors |
|----------------------------|----------------------------|
| Jauhar al-azzam            | 1                          |
| Naila Luthfi<br>Nur Izzati | 3                          |
| Aisyah Nur<br>Ramadhan     | 1                          |
| Septi Nur Eka<br>Safitri   | 2                          |
| Liana Eka<br>Saputri       | 5                          |
| Hari Wigati<br>Widodo      | 3                          |
| Dzikri Adira<br>Pratama    | 1                          |
| Faiz Hero<br>Pratama       | 3                          |

|                        |   |
|------------------------|---|
| Hanifah Fauzia         | 0 |
| Nurgi                  |   |
| Total: 19 vocal errors |   |

In the table above is an analysis of vocal errors in which 19 vocal errors were found when fifth grade students at SD Muhammadiyah Penggung read Arabic texts. The following is the explanation: vocal errors that researchers found in fifth grade students at SD Muhammadiyah Penggung when reading Arabic text, namely the sentence  $أَنْ أَكُونُ$ , which should be correct, namely  $أَنْ أَكُونُ$ . This error is an error in the dhommah which should be read in the fathah. Furthermore, there is an error in the sentence  $أَنَا أَرِدُ$  which should be  $أَنَا أَرِيدُ$ . This error is found in Long kasroh but is not read Long. Furthermore, an error was found in the sentence  $مَدَّ$  which should be correct, namely  $مَادًا$ . This error is found in the Long fathah which is not read. Furthermore, it was found in the sentence  $اسْمِ$  which should be the correct  $اسْمِي$ . This error was found because the kasroh was long but it was not readable because if it was read incorrectly it would affect the meaning. Furthermore, an error was found in the sentence  $أَخ$  which should be  $أَخِي$ , the error is in the long kasroh but is read with the short kasroh. Then there is an error in the sentence  $أَنْتِي$  which should be read with the sentence  $أَنْتِ$ . The mistake was in reading using long kasroh when actually you should read short kasroh. Furthermore, there is a reading error in the

sentence أَنّ which should be read أَنَّا. In this case the reading is read with a long fathah, but it is read using a short fathah. In surveys that have been found in the field, the factor that causes errors in reading Arabic texts is a lack of accuracy and focus in reading the text. Then another factor is the lack of interest in learning Arabic because students think learning tends to be difficult.

## Conclusion

Based on the analysis above, it can be concluded that several errors have been found when reading Arabic texts made by fifth grade students at SD Muhammadiyah Penggung. These errors are in the form of consonants and vowels. Some students repeat mistakes after the teacher corrects them. Each student found 16 errors in consonants, then 19 errors were found in vowels. Researchers have conducted a survey that the factor in students' errors when reading Arabic texts is because they are not used to reading the Al-Qur'an.

## Daftar Pustaka

Amrullah, M. Afif. "FONOLOGI BAHASA ARAB (Tinjauan Deskriptif Fonem Bahasa Arab) Oleh : Muhammad Afif Amrulloh,M.Pd.I." *Jurnal Al Bayan*, 2016, 4.

Amrulloh, Muhammad Afif, and Haliyatul Hasanah. "Analisis Kesalahan Fonologis

Membaca Teks Bahasa Arab Siswa Madrasah Tsanawiyah Lampung Selatan." *Arabiyatuna : Jurnal Bahasa Arab* 3, no. 2 (2019): 209. <https://doi.org/10.29240/jba.v3i2.815>.

Astuti, Sri, and Pindi. "Analisis Gaya Bahasa Dan Pesan-Pesan Pada Lirik Lagu Iwan Fals Dalam Album 1910." *Jurnal Kansasi Pendidikan Bahasa Dan Sastra Indonesia* 4, no. 2 (2019): 146–50.

Fahmi Ma'ruf, Akhmad, and Imam Makruf. "Strategi Pembelajaran Bahasa Arab Di Masa Pandemi Covid-19 Di MA Ell-Firdaus Kedungreja, Cilacap Tahun Ajaran 2020/2021." *Rayah Al-Islam* 5, no. 02 (2021): 295–209. <https://doi.org/10.37274/rais.v5i02.46>.

Fathoni, Muhamad. "Maharah Istima'." *Jurnal Komunikasi Dan Pendidikan Islam* 1 (2018): 2020. <file:///C:/Users/USER/Downloads/162-308-1-SM.pdf>.

Febrianingsih, Dian. "Keterampilan Membaca Dalam Pembelajaran Bahasa Arab." *Salimiya: Jurnal Studi Ilmu Keagamaan Islam* 2, no. 2 (2021): 21–39.

Hidayat, Muhammad Syaiful Bahri. "Pembelajaran Fonologi Arab Dengan Minimal Praise Dan Tongue Twister." *Tarling : Journal of Language Education* 2, no. 2 (2019): 197–216. <https://doi.org/10.24090/tarling.v2i2.2924>.

Kontrastif, Studi, Bahasa Arab, Pada Tataran,

- and Pelafalan Kata. “Intervensi Fonetik Bahasa Arab Dan Bahasa Indonesia” 2, no. 1 (2022): 71–83.
- Mahdir, Muhammad. “Pembelajaran Maharah Qiraah Menurut Teori Konstruktivis Sosial.” *Lisan An-Nathiq* 2, no. 1 (2020): 64–75.
- Mustofa, Muhammad Arif. “Interferensi Bahasa Indonesia Terhadap Bahasa Arab (Analisis Interferensi Dalam Pembelajaran Maharah Al Kalam).” *An Nabighoh: Jurnal Pendidikan Dan Pembelajaran Bahasa Arab* 20, no. 2 (2018): 144.
- Nasional, Tenaga Pendidik. “Pendekatan, Jenis, Dan Metode Penelitian Pendidikan.” In *Jakarta: Departemen Pendidikan Nasional*, 22. Jakarta: Direktorat Tenaga Kependidikan Direktorat Jenderal Peningkatan Mutu Pendidik Dan Tenaga Kependidikan Departemen Pendidikan Nasional, 2008.
- Rahmatia, Muhammad Darwis, and Lukman. “Analisis Kesalahan Fonologi Dalam Keterampilan Membaca Teks Bahasa Arab Siswa Kelas Xi Man 1 Buton.” *Nady Al-Adab: Jurnal* 18, no. 1 (2021): 121–39.
- Ramadhanty, Sari. “Penggunaan Komunikasi Fatis Dalam Pengelolaan Hubungan Di Tempat Kerja.” *Jurnal Ilmu Komunikasi* 5, no. 1 (2014): 1–12.
- Salsabila, Naya Alifa. “Analisis Kesalahan Fonologi Dalam Keterampilan Membaca Teks Bahasa Arab Kelas X Madrasah Islamic Centre,” n.d.
- Suparno, Darsita. “Refleksi Variasi Fonologis Pada Fonem” 5, no. 2 (2018): 214–32.
- Wahdah, Yuniarti Amalia. “Faktor-Faktor Kesulitan Siswa Dalam Membaca Teks Bahasa Arab.” *Alsuniyat* 1, no. 1 (2020): 30–46.  
<https://doi.org/10.17509/alsuniyat.v1i1.24197>.
- Zamzami, Muhammad Iqbal, Izzah Naelun Ni'mah, and Tulus Mustafa. “Analisis Kontrasif Pelafalan Konsonan-Vokal: Alfabet Indonesia Terhadap Huruf Hijaiyyah Dan Alfabet Inggris Dalam Pembelajaran Bahasa Kedua.” *Maharaat: Jurnal Pendidikan Bahasa Arab* 5, no. 1 (2022): 38–53.  
<https://doi.org/10.18196/mht.v5i1.16255>.