THE EFFECT OF ECOLINGUISTICS ON DHAMIR MISUSE IN ARABIC CONVERSATION AT ISLAMIC BOARDING SCHOOLS

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Abstract

This study investigates the influence of ecolinguistics factors on the misuse of ḍamīr (pronouns) in Arabic conversations among students in Islamic boarding schools (pesantren). Employing a qualitative descriptive method, data were collected through interviews, observations, and linguistic error analysis. The findings indicate that environmental elements—such as the habitual use of local languages and the limited exposure to Arabic in daily interactions—significantly contribute to errors in the use of ḍamīr. Among the types of pronouns, ḍamīr muttaṣil exhibited the highest frequency of errors (60%), followed by ḍamīr munfaṣil (30%) and ḍamīr mustatir (10%). These errors occurred more frequently in informal contexts, underscoring the role of situational language use. The study highlights the critical role of an immersive and supportive language environment in fostering accurate Arabic usage. Its implications are relevant for the refinement of Arabic language instruction in pesantren, offering pedagogical recommendations to enhance language competence through Eco linguistically responsive teaching strategies.

Keywords: Ecolinguistics, Dhamir Errors, Arabic Conversation

INTRODUCTION | مقدمة

Arabic language learning began to evolve with the times and science (Azkia, 2023). Many universities began to open Arabic language study programs and majors in the fields of linguistics, literature, translation, and even Arabic culture, especially in Islamic universities. In addition to universities, Arabic is one of the subjects that starts from elementary school to junior high school and high school (Ghofur, 2024). For this reason, Arabic language subjects aim to improve students' ability to read, write and communicate properly and correctly in Arabic, both orally and in writing, and foster a love of learning Arabic (Belen et al., 2024).

Steps in learning Arabic so that the technique of delivering material is successful and can be implemented by giving examples before giving grammatical rules, giving examples of sentences that are commonly used in everyday life (Djalaluddin, 2024), and provide enough motivation to express through writing, oral and even facial expressions, so that they feel directly involved in the ongoing learning process, this is also related to strategies, methods, systems, and the learning environment because the supporting factor that can affect language development is the environment, so the learning environment plays an important role in the process of learning (Sukma, 2022).

To be able to master Arabic language skills, one of the lessons that must be learned

vocabulary (*mufradat*) which is a basic demand and requirement in learning it (Nisa' et al., 2023). The definition of learning vocabulary (*mufradat*) is that students must be able to master vocabulary (*mufradat*), if students can translate forms of vocabulary (*mufradat*) and be able to use them in correct sentences. So that in addition to memorizing, but also know how to use it when communicating. So students who understand vocabulary (mufradat) can use it in the form of speech and writing.(Fahmiah & Basid, 2019). Therefore, with the learning of vocabulary (*mufradat*) can facilitate students to enrich words in daily conversation.

In learning Arabic we are not only focused on learning mufrodat (*vocabulary*), nahwu, sharaf, lughoh science, dilalah and al-aswat science because in the scope of language it has a wide range and so much, which has been described above including the micro linguistic components of language, while the linguistic components of language are also found in its macro, namely, Sociolinguistics, Ecolinguistics, Psycholinguistics, Dialectology, Neurolinguistics, Discourse analysis, Cognitive linguistics, Applied linguistics, Forensic linguistics, Lexicology, Stylistics. (Vocroix, 2021).

Ecolinguistics is a linguistic science that combines ecology and linguistics, or the study of the relationship between language and the environment. Ecolinguistics explores how language interacts with the environment, and how language and the environment influence each other (Fauzi, Mohd., 2021). Ecolinguistics examines many things related to language and the environment, one of which is the ecolexicon. Ecolexicon is the relationship between language and ecology which consists of two parts, namely psychological and sociological environments (Sudipa and Setyawati, in Lende et al., 2023: 8). Ecolexicon is the diversity of word treasures and language diversity in an environment, and is also related to the conditions in the living environment of the language itself (Mbete, in Lende et al., 2023: 8). So, it can be concluded that ecolexicon is a science that studies language and environment, as well as language diversity in an environment (Masdalena Nasution et al., 2024).

In Arabic, pronouns are referred to as isim dhamir, which function as substitutes for nouns representing individuals, objects, or groups. Their primary role is to avoid unnecessary repetition and facilitate smoother language use within a given context (Humaira et al., 2023). So Linguistically, dhamir is defined as a definite noun (ism ma'rifah) that refers to the first person (mutakallim), second person (mukhatab), or third person (ghaib) (Haidir, 2022).

Relevant research related to errors in the use of dhamir (pronouns) has been widely studied so that the theories and research results that have been presented by previous researchers can be the basis for this research. As a journal written by Andi Haidar Mappamasing entitled "Difficulties in Using Pronoun Forms in Arabic Sentences in Grade IX Students of Madrasah Tsanawiyah" (Mappamasing, 2024) which highlights the phenomenon of difficulty in the form of the use of dhamir (*pronouns*) in Arabic sentences. The author mentions the difficulty of students in distinguishing the form of dhamir (pronouns) in Arabic sentences, one of the causes is because students do not master the method of changing dhamir (*pronouns*). Furthermore, a thesis written by Syifa Urrochmah entitled "Student Errors in the Use of Dhomir Munfasil and Muttasil in Writing Proficiency at MTs Al-Muddatsiriyah".(Urrochmah, 2022) which also highlights the phenomenon of student errors in using dhamir (pronouns) in this case discussing dhamir munfasil and muttasil in writing proficiency at MTs Al-Muddatsiriyah researchers examined multiple choice questions regarding the use of dhomir munfasil and muttasil with a total of 30 questions with 28 student samples taken randomly.

This phenomenon occurs in the environment of Al-Qodiri Islamic Boarding School in Jember. In the boarding school program there is a special program for students to use Arabic in daily conversation. To familiarize and train the students in their ability to conduct Arabic conversations in the Al-Qodiri Islamic boarding school environment, in this case the students are required and familiarize themselves to practice speaking Arabic even though there is still a lack of vocabulary that is memorized and there are still errors in the use of dhamir (pronouns) (Suaidah, 2024), This research aims to describe a symptom, event, or incident as the researcher did in the research location regarding the influence of ecolinguistics on dhamir usage errors in Al-Qodiri Jember Islamic boarding schools. This research aims to describe a symptom, event, or an incident as the researcher did in the research location regarding the influence of ecolinguistics on the wrong use of dhamir in Al-Qodiri Jember boarding school.

Through this study and discussion, the expected results are to provide knowledge, contribution, and understanding related to the use of dhamir (pronouns) in Arabic conversation in the scope of ecolinguistics (environment) in Al-Qodiri boarding school (Albakri et al., 2024), by improving the environment which is one of the factors influencing errors in using dhamir (pronouns) in Islamic boarding schools, the benefits to be achieved can minimize the problems and errors in the use of dhamir (pronouns) that often occur in Arabic conversations in Islamic boarding schools.

METHOD | منهج

The type of research used is qualitative research with a descriptive approach which is used to analyze data by describing or describing the data that has been collected as it is (Hanyfah et al., 2022). This research was conducted at Al-Qodiri Jember Islamic boarding school on the grounds that there are still many errors in the use of dhamir which are influenced by ecolinguistics in the boarding school.

The research data source was collected from interviews and direct observation to Al-Qodiri Jember boarding school. The subjects in this study involved administrators, *santriwan,* and *santriwati* of Al-Qodiri Jember boarding school. Data collection techniques were observation, interview, and documentation. For the process of data analysis, the author uses the Miles and Huberman model, which has three phases, namely, data reduction, data presentation, and conclusion drawing, to ensure the validity of the results of the data using data triangulation techniques to develop observations and increase diligence (Miles Huberman, n.d).

Triangulation of theory consists of theories that strengthen the results of research, triangulation of techniques, which is to test the credibility of data by checking data with the same source, but with different techniques, and triangulation of sources obtained through several sources, data from interviews and secondary data from Islamic boarding school (Vera, 2024). The results of this study illustrate the influence of ecolinguistics on the incorrect use of dhamir in Arabic conversation at Al-Qodiri Jember Islamic boarding school.

RESULT | نتائج

This study examines how ecolinguistic factors contribute to the misuse of dhamir (Arabic pronouns) among students of Al-Qodiri Islamic Boarding School, Jember. The research findings are classified into symptoms, events, and incidents to clarify the influence of the learning

environment on such errors. These are recurring language patterns observed in the boarding school environment, indicating consistent issues in dhamir usage: High Frequency of Errors in Dhamir Muttashil. Based on the data:

Table 1. Dhamir Misuse

Types of Dhamir	Percentage (%)
Dhamir Muttasil	60%
Dhamir Munfasil	30%
Dhamir Mustatir	10%

Table 2 Contextual Errors in the Use of Dhamir Errors are more common in

Context	Mistakes (%)
Formal Dialogue	30%
Group Discussion	40%
Informal Conversation	50%

Errors in distinguishing gender of dhamir students often confuse the use of هو (he is a boy) and هي (she is a girl), especially when talking to the opposite gender. gap between theory and practice students can memorize the dhamir forms well, but often make mistakes when using them in spontaneous conversations. These events are repetitive activities or specific contexts that show the misuse of dhamir due to the influence of ecolinguistics:

1. Classroom Practice and Arabic Dialogue In class dialog practice activities, students often make grammatical errors due to the reinforcement of the habit of the wrong dhamir form from the surrounding environment.
2. Group Discussion and Daily Interaction Inappropriate use of dhamir often appears in discussions between students, reflecting the lack of corrective feedback as well as the influence of local language habits.
3. Announcements in Arabic An example of an error by a female student: "أن تحضرين" (you [girls] should come), when what is meant is: "أن يحضر" (he [the man] should come), as it was addressed to Ahmad.

These incidents are the responses or confessions of the interviewed santri and show the real impact of the ecolinguistic environment on individuals:

1. Interview with Male Santri Saying: "اجلس يا أختي النسأ", when it should have been: " اجلسي يا أختي النسأ", the student failed to use the appropriate fi'il form for women.
2. Interview with a female student (Siti, 2024): "When speaking spontaneously, I often forget the correct dhamir because I am not used to using it. When memorizing, I understand, but when practicing, I often make mistakes."
3. Interview with Santri (Rizky, 2024): "We often have difficulty recognizing the correct dhamir when speaking quickly, because we are used to using the local language. The pesantren environment supports Arabic, but it is often not grammatically correct."

Ecolinguistic factors—such as the use of local languages, limited interaction with the opposite sex, and an informal environment—directly contribute to the frequent incorrect use of dhamir among boarding school students. Although pesantren promote Arabic usage, a lack of consistent habituation to grammatical rules leads to persistent errors. In particular, students struggle to apply the correct dhamir forms (e.g., isim mu'annas and isim mudzakkar) during interactions with the opposite sex, as they are more accustomed to communicating within their

same gender, highlighting the significant impact of the external social environment on their language use.

For example, female students who make announcements when they want to call people using Arabic:

"أدعو الى أخين أحمد عليه أن تحضرين الى الإدارة المعهد الأن"

(They called Ahmad's brother and he has to come to the lodge office right now)

أن تحضرين meaning that he must be present, but this is an isim dhamir mu'annast. هي While the announcement was addressed to ahmad then the use of the word dhamir should be هو and هي which should use أن يحضرين then, there are still errors in the use of dhamir ي,هو,is not ت. Another example is when male students are confronted with female interlocutors, male students order female students to sit using Arabic. Each student is accustomed to learning the initial vocabulary and when applied to sentences or conversations they do not differentiate and change the dhamir form like vocabulary. أنا يأكل (I eat), أكل (eat), أكل – يأكل when faced with dhamir أنا (me) The word should be replaced with أ is ائكل.

The errors in the use of dhamir found in mu'annast and mudzakkar isim are as in the example of هذه and هذا, as in the sentence هذا السبورة (this blackboard) the dhamir that should be used is هذه السبورة because السبورة is a mu'annast using ة (ta' marbutah). It can be noted that this phenomenon still often occurs to students in the boarding school environment when speaking Arabic, due to habits and has become commonplace and the lack of correction from coaches and also friends who understand more about the use of dhamir, when students talk to their same sex there are still often errors in the use of dhamir, especially when talking with the opposite gender.

Errors are more prevalent in informal contexts: Santris are more likely to misuse dhamir when speaking casually than in formal situations.

1. The influence of practice is limited: Errors in group discussions suggest that structured practice is still insufficient.
2. Differences in mastery of theory and practice: Although the understanding of dhamir when memorizing is quite good, the practice of speaking requires further habituation.

Ecolinguistic factors, such as learning environment and communication context, have a significant influence on the misuse of dhamir by santri (Zahira, 2025), Visualization data in the form of tables and figures provide a concrete picture, from each evidence highlights the importance of continuous training and a supportive environment to improve Arabic language skills in Islamic boarding schools.

Dhamir misuse in conversational Arabic in boarding schools is influenced by the learning environment and communication context. In the first evidence, the dhamir muttashil type has the highest error rate of 60% in all communication contexts (Humaira et al., 2023). In the second piece of evidence, more errors were found in informal conversations (50%), reflecting the lack of reinforcement of grammar in daily practice (Insaniyah & Nur Kumala, 2022). Overall, a combination of internal factors such as grammar comprehension and external factors such as the environment affect students' learning outcomes (Ulum & Dalle, 2024).

Incorrect use of dhamir can occur due to several main reasons, including a lack of exposure to grammar-compliant Arabic language practice (Surur, 2022). Students in Islamic

boarding schools tend to use local languages as their daily language, which reduces the intensity of active use of Arabic (Muhammad Alghiffary et al., 2024). In addition, teaching methods that focus more on memorization and theory rather than contextual practice also increase the chances of errors in the use of dhamir (Suci, 2018). Environmental factors such as support from teachers and peers also play an important role (Susanty et al., 2024).

As a result of these causes, the students' communication skills in Arabic are not optimal, especially in the aspect of grammar (Nurhuda, 2022). The frequent errors in dhamir muttashil indicate the need to focus on teaching this type of dhamir in various communication contexts (Nurlita & Sutopo, 2023). An unfavorable environment can reinforce bad habits in daily conversation, reducing the effectiveness of language learning (Fitra Audina et al., 2023). Thus, the imbalance between mastery of theory and practice can create a language competency gap (Firdausi et al., 2023).

This finding is consistent with previous research showing that grammatical errors are common in second language learning environments (Siti Nabilah Misnan & Siti Syarwani Ghazali, 2019). However, research by (Saleh, 2021) found that the use of technology-based learning techniques can significantly reduce grammatical errors, in contrast to the results in boarding schools that use traditional methods. Another study by (Azaliah MAR & Kuraedah, 2022) shows that environments that support intensive use of Arabic can reduce errors in a shorter time than bilingual or multilingual environments, such as in boarding schools.

To address this issue, boarding schools need to adopt more intensive contextual practice-based learning methods (Urrochmah, 2022). The use of technology such as grammar applications or interactive exercises can help improve students' understanding of the correct use of dhamir (Azhar et al., 2023). In addition, the institution's policy to increase the use of Arabic outside the classroom through language programs can create a more conducive environment for learning (Khoiri, 2018). Finally, continuous training for teachers to introduce innovative methods in grammar teaching is also very important (Zahira et al., 2024).

DISCUSSION | مناقشة

The results showed that the use of dhamir errors in Al-Qodiri Islamic Boarding School in Jember was strongly influenced by ecolinguistic factors, especially the language environment and communication habits of. The dhamir muttashil type occupies the highest error rate at 60%, followed by dhamir munfashil 30%, and dhamir mustatir 10% . These errors are more common in informal than formal contexts, indicating weak reinforcement of grammar in daily conversation . Some striking symptoms include errors in distinguishing dhamir for males and females, as well as weak transition from memorization of theory to speaking practice (Siti, 2024; Rizky, 2024; Muhammad Alghiffary et al., 2024). Santri admitted that difficulties arise when speaking spontaneously due to the dominance of local languages and the lack of correction from the surrounding environment. Interview and observation data also reinforce that social environmental factors, psychology, and local habits determine the pattern of repeated errors. (Pangestuti et al., 2022)

This phenomenon is inseparable from the weak intensity of using Arabic in accordance with grammatical rules in the daily life of pesantren. Although the Arabic language habituation program is implemented, its practice is still limited to memorizing mufradat and structures without contextual communicative application. Santri mostly use local languages in non-formal conversations, which then form habits and sentence patterns that do not fit the Arabic language

structure. The lack of situation-based training, as well as the lack of an active role of the teacher or musyrif in providing corrections are also the causes of errors not being corrected immediately. The absence of interactive learning media and the lack of direct practical evaluation causes students to not get adequate feedback. This shows that internal and external factors in the pesantren environment must be integrated in a balanced manner for effective Arabic language habituation. (Vocroix, 2021),

The consequence of this condition is the formation of an imbalance between mastery of theory and practical Arabic language. Santri become unconfident when speaking, especially when they have to communicate across genders, for fear of using dhamir incorrectly. Mistakes that occur continuously reinforce bad language habits and can ultimately hinder their communicative competence in formal contexts such as oral exams, debates, or da'wah. In addition, if left without intervention, fossilization or freezing of errors will form, where errors are considered correct because they have been accustomed. This has the potential to reduce the quality of pesantren graduates in the field of Arabic, which is one of their main scientific identities. The environment that should be supportive instead becomes a comfort zone for the use of the wrong structure, due to the lack of control and supervision of learning (Sukma, 2022; Susanty et al., 2024; Fahmiah & Basid, 2019).

When compared to previous studies, this research shows interesting similarities and differences. For example, studies by Mappamasing (2024) and Urrochmah (2022) also found high errors in dhamir muttashil and munfashil, but their focus was more on written errors, not spoken conversation (Mappamasing, 2024), (Urrochmah, 2022). Another study by Siti Nabilah Misnan & Ghazali (2019) emphasizes the importance of intensive training in the form of drill grammar, but has not explicitly linked it to ecolinguistic factors. Meanwhile, this study adds the dimension of social and cultural environment as a dominant factor of errors, which has not been explored much in depth in previous studies. In the context of approach, our findings also confirm that memorization-based methods without context practice can worsen the understanding of dhamir structures in oral communication (Fitra Audina et al., 2023; Suci, 2018; Belen et al., 2024). This distinguishes this research as a field-based study that blends an ecolinguistic approach with the study of grammatical errors directly in everyday communication settings.

As a conceptual solution, the ecolinguistic approach needs to be the main foundation in curriculum development and Arabic teaching strategies in the pesantren environment (Vocroix, 2021). Methodologically, the use of contextual practice methods such as role-play, conversation simulation, and group discussion must be increased to train santri's grammatical intuition. The use of interactive media such as grammar applications or AI-based chatbots can also accelerate independent error correction. In the policy aspect, pesantren are advised to create a monitoring system for Arabic language use involving language musyrifs and peers as peer-correction partners. Arabic-based extracurricular activities such as debate, drama, and journalism also need to be encouraged so that dhamir is used in various real contexts. With comprehensive interventions in the environment, methods, and policies, pesantren can create a learning ecosystem that supports the correct and sustainable mastery of dhamir.(Nurlita & Sutopo, 2023).

CONCLUSSION | خاتمة

This study reveals that ecolinguistic factors significantly influence the incorrect use of dhamir in Arabic conversations among boarding school students. The highest error rate occurs with muttashil dhamir (60%), largely due to grammatical complexity and insufficient understanding. Communication context also plays a critical role, with errors more frequent in

informal (50%) than formal (30%) settings. Furthermore, an insufficiently supportive learning environment and the prevalent use of local languages contribute to these errors. These findings underscore the necessity of fostering a conducive Arabic-speaking environment and adopting more effective instructional strategies to enhance students' grammatical competence.

Conceptually, this research contributes to the understanding of the relationship between ecolinguistics and Arabic language acquisition, emphasizing the learning environment as a crucial factor in language competence development. Methodologically, the integration of interviews, observations, and error analysis offers a comprehensive framework for future studies. The results reinforce the importance of blending theory-based teaching with contextualized practice and suggest curriculum reforms that balance theoretical and practical aspects, incorporating technology to support grammar learning. However, the study's limited scope, confined to one institution, restricts generalizability. Future research should expand to multiple institutions, leverage interactive technologies, and explore targeted interventions to reduce dhamir misuse, thereby informing the development of more effective and contextually relevant Arabic language teaching strategies.

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