



## LANGUAGE ERRORS IN ARABIC SPEAKING SKILL: A QUALITATIVE CASE STUDY OF INDONESIAN MADRASAH SCHOOL

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### Abstract

This study aimed to identify language errors in Arabic speaking skills among 14 eleventh-grade students at Madrasah Aliyah Muhammadiyah 1 Plus Malang, who were categorized as intermediate learners, as well as to determine the factors influencing these errors. A qualitative method with a case study approach was employed, with data collected through observation, interviews, and documentation. The data analysis technique consisted of three concurrent stages: data reduction, data display, and conclusion drawing, as proposed by Matthew B. Miles and A. Michael Huberman. The results showed that students still faced difficulties in developing their Arabic speaking skill. The identified difficulties included pronunciation errors, inappropriate vocabulary selection, incorrect sentence construction, inaccuracies in linguistic structures, lack of fluency, and errors related to content and meaning. Among these, pronunciation errors were the most frequent, as reflected in common errors such as letter substitution, addition, omission, and distortion, followed by structural and grammatical inaccuracies. These problems were primarily caused by students' limited mastery of linguistic components and the absence of a supportive environment for active language practice. In addition, variations in students' cognitive abilities contributed to differences in their levels of proficiency in Arabic speaking skill.

**Keywords:** Language Errors, Arabic Speaking Skill, Pronunciation Errors, Vocabulary Errors

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## INTRODUCTION | مقدمة

Speaking or using language is an inseparable aspect of human life. Speaking activities enable individuals or social groups to interact and exchange information with one another (Rupa & Dhapa, 2021). Thus, if speech lacks coherence that can be understood by the listener, it is not considered meaningful speech but merely meaningless sounds. Therefore, speech plays an important role in the branches of language proficiency (Ulhaq & Lubis, 2023). Arabic is one of the foreign languages taught in schools and universities in Indonesia (Harahap, 2020). Students' language ability serves as an indicator of the success of the teaching and learning process. One of the most prominent skills in this regard is speaking. Arabic speaking skill is one of the essential competencies to be achieved in modern language teaching, including the teaching of Arabic (Nalole, 2018).

Arabic speaking skill is the most important among the four language skills because speaking serves as a tool of communication between individuals (Mufidah et al., 2019). This skill must be possessed by every learner of Arabic. To achieve maharah al-kalam, many aspects are related to it (Munthe et al., 2022). This skill involves assessment aspects such as pronunciation, intonation, vocabulary usage, sentence construction, linguistic accuracy, fluency, speech rate, non-verbal

behavior related to language, as well as content and its development (Ramaḍān et al., 2018). However, in practice, not all students have mastered this skill. Many of them still have difficulty pronouncing words correctly, constructing appropriate sentences, or speaking fluently.

The gap between the demands of speaking competence and the students' actual abilities indicates the existence of problems in the learning process that need to be further examined. One approach that can be used to understand these problems is through the analysis of language errors made by the students. Error analysis is an important approach in the study of foreign language learning. It involves examining the mistakes made by language learners and identifying their causes in order to correct them (Lamjid & Mansur, 1983). In this study, language error analysis was conducted by referring to the error analysis framework proposed by Henry Guntur Tarigan. The analysis process was carried out through the stages of data collection, error identification, error classification, error explanation, and conclusion drawing (Tarigan, 2011). Through error analysis, researcher can recognize the various types of mistakes made by students at Madrasah Aliyah Muhammadiyah 1 Plus Malang and trace the factors that influence them. Therefore, this study is significant as it provides insights into the types of language errors that occur in Arabic speaking skill and the factors that contribute to these errors. By understanding the common mistakes, teachers and educators can design more effective teaching strategies, thereby enhancing students' language proficiency.

Several previous studies have identified various types of language errors in Arabic speaking skill. According to Airmila, the most common errors are related to pronunciation and grammar (Harahap, 2020). Meanwhile, research by (Wijaya & Oktaviani, 2022) shows that language errors in Arabic speaking skill are caused by the influence of the learners' first language, lack of understanding of Arabic grammatical rules, teachers not correcting students' mistakes which leads to bad habits, and students' misunderstanding in adjusting the words they use in Arabic. Nevertheless, most of these studies remain general in nature and have not specifically examined language error patterns in a particular local context in depth. This review indicates that although related studies already exist, there remains a need for deeper analysis in the local context, particularly at Madrasah Aliyah Muhammadiyah 1 Plus Malang.

Based on preliminary observations conducted at Madrasah Aliyah Muhammadiyah 1 Plus Malang, it was found that many intermediate-level students still struggle to speak Arabic correctly and fluently. Some students show weaknesses in pronouncing certain sounds, and errors in sentence structure are also common, such as mismatches between subject and predicate or the inappropriate use of conjunctions. In addition, in terms of fluency, students tend to repeat words and pause for long periods in the middle of sentences. These initial findings further strengthen the urgency of conducting a study that specifically analyzes the forms of language errors in Arabic speaking skills within that context. This phenomenon highlights the importance of analyzing the forms of errors in Arabic speaking skill among intermediate students, particularly in the context of learning Arabic as a foreign language. Through such analysis, researchers can identify recurring error patterns and explore the underlying factors. Thus, the results of this study are expected to contribute to the development of more effective teaching strategies tailored to the needs of intermediate-level students, especially in enhancing their Arabic speaking skill.

## METHOD

## منهج

This study employs a qualitative approach through a case study, as explained by (Sugiyono, 2018), in which the researcher conducts an in-depth investigation of a program, event, process, or activity involving one or more individuals. The research was conducted at Madrasah Aliyah

Muhammadiyah 1 Plus Malang and involved 14 eleventh-grade students from the language class, which is actively engaged in learning Arabic, as well as one Arabic language teacher who served as a supporting informant. This study obtained permission from the school. The identities of participants were kept confidential by using codes. The research was conducted over a period of two weeks with two observation sessions, each lasting approximately 90 minutes. Data were collected through direct observation during students' Arabic speaking activities, as well as through audio recordings and conversation transcripts to analyze language errors occurring during speech. In addition, semi-structured interviews were conducted with one Arabic teacher and four students to gain deeper insights into the factors influencing students' speaking performance and the difficulties they experience.

The instruments used in this study included an observation sheet, in which the observation guidelines were organized in the form of an observation checklist containing several indicators, namely the process of teaching Arabic speaking skills, teacher–student interaction, and forms of students' language errors. The interviews were conducted in a semi-structured manner using a question guide as a reference, while still allowing the researcher to develop questions based on the informants' responses. The domains of the interview questions included students' difficulties in speaking Arabic, factors causing language errors, and teachers' strategies in addressing these errors. Audio recordings were used to ensure the accuracy and reliability of the data. The collected data were analyzed using the interactive model proposed by (B. Miles et al., 2014) which consists of three concurrent steps: data reduction, data display, and conclusion drawing or verification.

The researcher also applied the language error analysis procedures proposed by (Tarigan, 2011), which include data collection, error identification, error classification, error explanation, and evaluation. The identified errors were then classified into phonological, morphological, and syntactic categories within the context of speaking skills. The researcher acted as the primary instrument, with a background in Arabic language education. To minimize bias, data triangulation and member checking with informants were conducted.

## RESULT | نتائج

### Language Errors in Arabic Speaking Skill of Students at Madrasah Aliyah Muhammadiyah 1 Plus Malang

The research was conducted at Madrasah Aliyah Muhammadiyah 1 Plus Malang with the aim of identifying language errors in Arabic speaking skill among students at Madrasah Aliyah Muhammadiyah 1 Plus Malang and to identify the factors that influence these errors. Various types of language errors in Arabic speaking skill were found among the students, as follows:

#### **Pronunciation errors**

Pronunciation errors are inaccuracies in students' pronunciation of Arabic phonological sounds. These errors occur when the sounds produced are unclear, poorly articulated, or do not conform to the standard pronunciation. Pronunciation errors made by the research subjects can be observed in the following examples:

The data presented in the table show the pronunciation errors made by students at Madrasah Aliyah Muhammadiyah 1 Plus Malang. Each student demonstrated different types of errors in pronouncing Arabic words. For example student said, "أَهْلًا وَسَهْلًا فِي مَأْمُرًا يَا عُسَاعِدِكُمْ", There was an error in the word "عُسَاعِدِكُمْ", in which the student pronounced it with the letter 'ain (ع), whereas the correct form is "أَسَاعِدِكُمْ". The error involved substituting the letter 'ain (ع) for the

letter hamzah (أ). This error indicates that mistakes in sound pronunciation affect the clarity and accuracy of pronunciation in the Arabic language. This also indicates that the student experiences difficulty in remembering the correct form of the word in Arabic, which led to the substitution of letter and caused the word to lose its clear meaning.

Table 1. Pronunciation errors

No.	Mispronunciation	Correct Pronunciation
1.	أَهْلًا وَسَهْلًا فِي قَامُرًا يَا عَسَاعِدُكُمْ	أَهْلًا وَسَهْلًا فِي الدُّكَّانِ قَامِرًا بِمَا أَسَاعِدُكُمْ؟
2.	أُرِيدُ جِكَيْتَةً سَوْدَاءَ لَوْ سَمَحْتُمْ بِسِعْرُهَا أَذْنِي مِنْ مَائَتَيْنِ أَلْفُ رُوبِيَّةٍ	أُرِيدُ جَاكِيتًا أَسْوَدًا لَوْ سَمَحْتُمْ، سِعْرُهُ أَقَلُّ مِنْ مَائَتِي أَلْفِ رُوبِيَّةٍ
3.	رَائِعٌ أَخُهُ	رَائِعٌ أَخَذَهُ
4.	وَعَلَيْكُمْ السَّلَامُ، أُرِيدُ سَجَادَةً صَلَاةً جَمِيلَةً، كَمْ ثَمَنُهَا؟	وَعَلَيْكُمْ السَّلَامُ، أُرِيدُ سَجَادَةً جَمِيلَةً لِلصَّلَاةِ، كَمْ ثَمَنُهَا؟
5.	إِنِّي سَجَادَةٌ بِخَمْسَةِ عَشْرِينَ أَلْفِ رُوبِيَّةٍ	عِنْدِي سَجَادَةٌ بِخَمْسَةِ عَشْرِينَ أَلْفِ رُوبِيَّةٍ
6.	هَلْ عِنْدِي الْقُرْآنَ بِأَحْجَانٍ مُخْتَلِفَةٍ؟	هَلْ عِنْدَكَ الْقُرْآنَ بِأَحْجَامٍ مُخْتَلِفَةٍ؟
7.	حَسَنًا، أُرِيدُ وَاحِدَةً بِلَوْنِ الْبَيْضَاءِ	حَسَنًا، أُرِيدُ وَاحِدَةً بِلَوْنِ الْبَيْضَاءِ
8.	أَتَبِيعُ قَبِيعةً وَ الْوُسُولِ	أَتَبِيعُ قَلَنْسُوءَةً وَسُرُوَالًا؟
9.	أُرِيدُ كِتَابًا	أُرِيدُ كِتَابًا
10.	سَبْعَ أَلْفٍ	سَبْعَ أَلْفٍ
11.	هَذِهِ كِرَاسَةٌ	هَذِهِ الْكِرَاسَةُ
12.	أَخُهُ حَخْسَعَةٌ	أُرِيدُ كِرَاسَةً

Another example of an error was found in student said *أُرِيدُ جِكَيْتَةً سَوْدَاءَ لَوْ سَمَحْتُمْ بِسِعْرُهَا أَذْنِي مِنْ مَائَتَيْنِ أَلْفُ رُوبِيَّةٍ*, there was an error in the word "جكيتة", in which the student shortened the pronunciation of the letter *jīm* (ج) and added the letter *tā' marbūṭah* (ة) at the end of the word, making it inconsistent with its original form. The correct word is "جاكيت". This occurred due to the influence of pronunciation habits in the Indonesian language, where the student tends to adapt the pronunciation of foreign words according to the sound patterns of the mother tongue.

Another example of an error was also found in student who said "رَائِعٌ أَخُهُ". There was an error in the word "أخه". This error appeared in the omission of the letter *dhāl* (ذ), resulting in incomplete pronunciation. The omission of this letter caused the spoken word to lose its meaning and appear unclear. The correct word is "أخذه". This error likely occurred because the student had not fully mastered or had forgotten the correct vocabulary form, leading to the omission of certain letters while speaking.

Based on the data mentioned above, it appears that students at Madrasah Aliyah Muhammadiyah 1 Plus Malang frequently make errors when pronouncing Arabic words, such as substituting, adding, or omitting letters, placing vowel marks incorrectly, and shortening or lengthening vowels inappropriately. These errors affect pronunciation accuracy and clarity of meaning, making the words difficult to understand. Some errors occur repeatedly, indicating that the students have not yet been able to fully distinguish between similar letters or vowel sounds. Although some students are able to correct their pronunciation after receiving guidance from the teacher, recurring error patterns are still evident. Therefore, continuous pronunciation practice and greater focus on mastering letters and vowel sounds are needed to improve Arabic speaking skills and understanding of word meanings in Arabic.

### Vocabulary usage errors

Vocabulary errors refer to inaccuracies in students' use of Arabic words. These errors occur when students choose inappropriate words, misuse word meanings, or fail to use vocabulary that fits the intended context. Vocabulary errors made by the research subjects can be observed in the following examples.

The data presented in the table show vocabulary usage errors made by students at Madrasah Aliyah Muhammadiyah 1 Plus Malang. Each student demonstrated different types of

errors in selecting and using vocabulary, such as using inaccurate terms and choosing words that were inappropriate for the context. For example, Student said "أريد خمار زرقاء سعره قليلا لايزيد مائتين", There were several vocabulary usage errors in this sentence.

**Table 2.** Vocabulary usage errors

No.	Incorrect Vocabulary Usage	Correct Vocabulary Usage
1.	أريد خمار زرقاء سعره قليلا لايزيد مائتين ألف روبية	أريد خمارا أزرقا، سعره رخيص ولايزيد على مائتي ألف روبية
2.	أريد جاكيتا أسودا لو سمحتم، سعره أقل من مائتي ألف روبية	أريد جاكيتا أسودا لو سمحتم، سعره أقل من مائتي ألف روبية
3.	أتبع قبعة و الوُسُول؟	أتبع قلنسوة وسروالا؟

The first error was in the word "زرقاء", There was a gender agreement error between the adjective and the noun. The word "خمار" is a masculine noun; therefore, the adjective should also be in the masculine form, namely "أزرق" instead of "زرقاء". his error indicates a lack of understanding regarding gender agreement between nouns and adjectives in Arabic.

The second error was in the word "قليلا". The student used an inappropriate word in the context of mentioning price. The correct word should be "رخيص". This error shows that the student was not yet able to distinguish between words that may appear similar in form but differ in contextual meaning. Using the word "قليل" to express a low price reflects that the student was still translating literally without understanding the contextual meaning. The student should have used the word "رخيص" which is more accurate for expressing the price of goods.

The third error was in the use of the word "يزيد", which was followed directly by a number, making the relationship between the verb and the number unclear to the listener. Syntactically, the verb "يزيد" when used to indicate comparison or limitation should be linked to the object or compared element with the preposition "على". Without "على", the number appears independent, making the meaning unclear in context. The correct sentence is "أريد خمارا أزرقا، سعره رخيص ولايزيد على مائتي ألف روبية".

Based on the description above, it can be concluded that the vocabulary usage errors made by students reflect their lack of understanding of word meanings and the context of their use in Arabic. These errors appear in various forms, such as mismatch between word type and meaning, literal translation without considering context, and choosing vocabulary that is inappropriate for the communicative situation. This indicates that students still need more guidance in enriching their vocabulary and understanding its contextual usage in order to communicate more accurately and effectively in Arabic.

### **Linguistic Accuracy Errors**

Linguistic accuracy errors refer to mistakes related to the correct and precise use of language forms. These errors occur when students use inaccurate grammatical structures, incorrect word forms, or fail to apply linguistic rules properly according to the context. Linguistic accuracy errors made by the research subjects can be observed in the following examples.

Based on the data presented in the table above, it is clear that most of the errors made by the students are related to the incorrect use of grammatical case endings, the use of incorrect morphological forms of words, and the use of words in inappropriate contexts within the sentence. For example, a student said "هذا القميص بستين ألف روبية", there was an error in the word "ألف", which was marked with the nominative ending *ḍammah*. The correct form should be in the genitive case with a *kasrah* at the end because this phrase functions as a construct phrase (*iḍāfah*), making it *mudāf ilayh*. This error indicates that the student had not yet fully understood the rules of grammatical inflection, especially in using the appropriate case ending at the end of the word. It also shows that the student still needs further learning related to Arabic grammar,

particularly concerning the changes of case endings according to the word's position in the sentence.

**Table 3.** Linguistic Accuracy errors

No.	Linguistic Accuracy Errors	Correct Form
1.	هذا القميص بستين ألف روبية	هذا القميص بستين ألف روبية
2.	أريد خماراً أزرقاً، سعره زرقاء قليلاً لا يزيد مائتين ألف روبية	أريد خماراً أزرقاً، سعره رخيص ولا يزيد على مائتي ألف روبية
3.	أريد جاكيتاً أسوداً لو سمحتم، سعرها أدنى من مائتين ألف روبية	أريد جاكيتاً أسوداً لو سمحتم، سعره أقل من مائتي ألف روبية
4.	أريد سجادةً جميلةً للصلاة، كم ثمنها؟	أريدُ سجادةً جميلةً للصلاة، كم ثمنها؟
5.	إندي مكنة يخمسون الزوية	عندي مكنة بخمسين ألف روبية
6.	هل عندي القرآن بأحجام مختلفة؟	هل عندك القرآن بأحجام مختلفة؟
7.	أعطني قبعتين وسؤال واحد	أعطيني قلعستين وسروالاً واحداً
8.	أريدُ كتاباً	أريدُ كتاباً
9.	أتريد كتاباً؟	أتريد كتاباً؟
10.	هذه كراسية	هذه الكراسية

Another error was made by student in the sentence "أريد خماراً زرقاً، سعره قليلاً لا يزيد مائتين ألف روبية". There was an error in the case ending of the word "خماراً", which was pronounced in the nominative form, even though it functions as the direct object (maf'ul bih). This error indicates that the student had not yet understood the rules of grammatical inflection in determining the position of a word as an object. The word "خمار" should be in the accusative case with a fathah, not in the nominative case with dammah. This shows that the student still needs further learning about the grammatical functions and positions of words in Arabic sentence structures, especially in distinguishing between the subject and the object. There was also an error in the word "زرقاً", because it does not agree with the gender of the preceding noun. The adjective should follow the noun in gender agreement. In addition, there was another error in the word "قليلاً", which was in the accusative form with fathah, although it functions as the predicate (khabar) of the subject "سعره". In a nominal sentence, the predicate should always be in the nominative case. Therefore, the correct form and vocabulary should be "رخيصاً", marked with dammah at the end. The correct sentence is "أريد خماراً أزرقاً، سعره رخيص ولا يزيد على مائتي ألف روبية".

Based on the previous analysis, it can be concluded that the errors made by the students often include the incorrect use of case endings on direct objects, inconsistencies between indefinite and definite forms, and mistakes in the use of words within sentence contexts such as prepositions, conjunctions, and pronoun modifications. This indicates that the students still need more practice in understanding changes of case endings according to the grammatical function of words, agreement between adjectives and the nouns they modify, as well as applying grammatical and morphological rules consistently in Arabic sentences.

### Sentence Construction Errors

**Table 4.** Sentence Construction Errors

No.	Sentence Construction Errors	Correct Form
1.	بلغه من ستين ألف روبية	سعره بلغ ستين ألف روبية
2.	أريد خماراً أزرقاً، سعره قليلاً لا يزيد مائتين ألف روبية	أريد خماراً أزرقاً، سعره رخيص ولا يزيد على مائتي ألف روبية
3.	أريد سجادةً جميلةً للصلاة	أريد سجادةً جميلةً للصلاة
4.	حسن، أريد واحدة باللون البيضا	حسنًا، أريد واحدة باللون الأبيض
5.	أعطني قبعتين وسؤال واحد	أعطيني قلعستين وسروالاً واحداً
6.	شكراً لكم جميعاً، المجموع ألف مائة ستة وعشرين الزوية	شكراً لكم جميعاً، المجموع مائة ستة وعشرين ألف روبية

Based on the data presented in the table above, it can be seen that students at Madrasah Aliyah Muhammadiyah 1 Plus Malang still experience various errors in sentence construction. For example, a student said "بلغه من ستين ألف روبية", the use of the preposition "من" makes the sentence unclear. In the correct context, the word "بلغ" should be used to express the price directly without

the need for the word “min,” so that the meaning becomes clearer and easier to understand. In addition, the sentence lacks meaning because it does not include the word indicating the price, making the meaning incomplete and unclear. The absence of this word causes ambiguity, whereas the correct sentence, "سعره بلغ ستين ألف روبية" expresses the meaning more accurately and clearly indicates the main point, which is stating the price.

As for student who said "أريد خمار زرقاء سعره قليلا لايزيد مائتين ألف روبية". There were several errors in the phrase "سعره قليلاً لا يزيد" such as the absence of the conjunction "و" which is needed to connect two clauses coherently. In addition, to express the maximum price, it is necessary to use the preposition “على” after the phrase “لا يزيد” so that the sentence becomes complete and meaningful. These errors may have occurred because the student had not yet fully mastered Arabic sentence patterns and was still influenced by literal translation from the first language. As a result, the student tended to arrange the sentence based on Indonesian structure rather than Arabic grammatical rules. For example, "سعره رخيص و لا يزيد على مائتي ألف روبية".

Another error was also found in who said "أريد سجادة صلاة جميلة". There was an error in sentence construction in the phrase "سجادة صلاة". The correct sentence is "أريد سجادة جميلة للصلاة". In this structure, the phrase "للصلاة" is a prepositional phrase indicating the purpose or function of the "السجادة", while the word "جميلة" functions as an adjective modifying "سجادة". This error may have occurred because the student translated the phrase literally from Indonesian word order and had not yet fully mastered Arabic sentence structure.

### Fluency Errors

In the observation conducted at Madrasah Aliyah Muhammadiyah 1 Plus Malang, several fluency errors were found among the students. These errors appeared in the form of vocabulary repetition, long pauses, and the absence of utterances. An example of vocabulary repetition errors made by students at Madrasah Aliyah Muhammadiyah 1 Plus Malang is as follows:

"هذا القميص هذا القميص بستين ألف روبية"، "بلغة بلغة من ستين ألف روبية"، "هذا قميص هذا قميص سواء ألى فى ألف روبية"، "عندي سجادة بخمس بخمس عشرين الزويه"، "عندي مكنة مكنة بخمسين بخمسون ألف زويه"، "أعطني قبعتين أعطني قبعتين وسؤال واحدا".

This repetition indicates students' fluency errors in Arabic speaking skill, as they seemed to delay time to think of the next word by repeating the previous work. In addition to word repetition, students also often produced long pauses in the middle of sentences, as in the following examples:

"ماذا عن السروال ..... سعره لا يفوق ..... مائتين ألف روبية"، "..... هذا قميص هذا قميص سواء إلى فى ألف روبية"، "عندي مصحف صغير ..... ثمنها ..... عشرين"، "أبحث ... عن مكنة للصلاة"، "نعم ..... قفية بعشرين الزويه".

The presence of long pauses indicates that students are not yet fluent in spontaneously constructing sentences in Arabic. These pauses usually occurred when students were thinking about sentence structure, vocabulary, or how to mention numbers.

Furthermore, there was also a case where a student was unable to complete his utterance due to difficulty in finding the appropriate vocabulary or lack of knowledge of the word. For example, in the sentence "..... البقي"، the student stopped for a long time and did not continue the utterance to state the amount of change. This shows a fluency error related to the mastery of Arabic numeral vocabulary, which led the student to remain silent rather than continue the sentence.

Another fluency error was observed in a slow learner student who said " واحد، إثنان، ثلاث، "

"أربع، خمس". when asked about the number of books he wanted to buy. The student could not directly state the number five in Arabic; instead, he counted from one until he reached the intended number. This pattern indicates that the student experienced difficulty in spontaneously accessing numerical vocabulary, which hindered speaking fluency. This condition is common among slow learners, who need more time to remember and respond to new vocabulary, but are still able to find answers regularly.

Based on the description above, it can be concluded that most students at Madrasah Aliyah Muhammadiyah 1 Plus Malang still face difficulties in achieving fluency in speaking Arabic. These difficulties appear in the repetition of words, long pauses, inability to complete sentences, slow recall and use of vocabulary, especially numerical vocabulary. This phenomenon indicates that these students still need more practice to improve their Arabic speaking ability, as exercises focusing on fluency and vocabulary mastery can help them overcome the existing difficulties.

### **Content and Development Errors**

Content errors and their development were also found among students at Madrasah Aliyah Muhammadiyah 1 Plus Malang. These errors occurred when the content of the conversation did not match the context or topic being discussed. An example of this is the mismatch between the answer and the question in the sentence *سعره قليلا لا يزيد مائتين أريد خمار زرقاء ألف روبية*. The answer given by another student was *هذا القميص بستين ألف روبية*. This answer is irrelevant because it shifts the discussion to shirts, while the original topic was veils. This error demonstrates a failure to follow the context of the conversation. The same thing happened in the conversation, *ماذا عن* *هذا قميص سَوَوِ إلى في ألف روبية* which was then answered with *سعره لا يفوق مائتين ألف روبية*. This answer shows the inconsistency of the conversation because the student did not respond to the object being asked about. Another mistake, such as the lack of comprehensive development of the answer, can be seen in the dialogue *أتبع قبعة والوسول؟*, which was answered with *نعم، قفية بعشرين*. The answer did not develop the content of the conversation comprehensively because it only responded to one item and did not discuss the two items asked about. Thus, these errors indicate the students' weakness in maintaining the flow of conversation and their inability to develop answers according to the context of communication.

Based on the analysis above, it can be concluded that the students still need intensive training in managing conversations in Arabic. This training should focus on developing the ability to understand context, align responses with questions, and develop conversation content according to the topic being discussed. Thus, it is expected that the students will be able to maintain the continuity of conversations and develop them in a correct and coherent manner.

### **Factors affecting language errors in Arabic speaking skill**

Learning Arabic is essentially inseparable from many challenges and obstacles, especially in mastering Arabic speaking skill. The results of the interviews and observations conducted by the researcher show that there are a number of factors causing errors in students' Arabic speaking skill. These factors include various aspects that lead students to make mistakes in Arabic speaking skills, including:

#### **Linguistic Factors**

Linguistic factor is internal aspect that influence the occurrence of language errors in the learning of Arabic speaking skill among students at Madrasah Aliyah Muhammadiyah 1 Plus Malang. These factors include the lack of vocabulary mastery, insufficient mastery of grammar, weaknesses in pronunciation, and the influence of the mother tongue.

a. The lack of vocabulary mastery

Some students experience limitations in vocabulary mastery. This causes them to repeat words and pause for long periods when trying to construct sentences. As the Arabic language teacher stated based on the interview results conducted by the researcher:

*“Regarding vocabulary, perhaps when choosing between masculine and feminine forms, they often make mistakes in using the vocabulary they have learned, and when they forget, they usually turn to me and ask for the Arabic equivalent of that word”.*

This indicates that the main weakness of students in Arabic speaking skill lies in their vocabulary mastery, especially in accurately selecting the correct word forms according to gender (masculine and feminine). This difficulty suggests that students are still unable to retrieve vocabulary quickly from their memory, which hinders their language production. In addition, students still show a strong dependence on the teacher in finding the appropriate vocabulary equivalents, indicating that their learning autonomy has not yet developed optimally. When vocabulary is not strongly stored in long-term memory, students tend to pause while speaking, repeat words, or even ask the teacher directly for help in translating certain vocabulary items. These findings are also consistent with classroom observations, where some students were found asking the teacher directly about vocabulary when they forgot it, confirming that vocabulary mastery is a major factor in Arabic speaking skill errors.

Interview data were also obtained from one of the students, who stated the following:

*“Yes, I sometimes forget Arabic words, just like what happened during the practice earlier, because I only memorize them during class time. If I forget, I do not use other words randomly, but I immediately speak in Indonesian”.*

This indicates that the student experiences difficulty in remembering vocabulary, as he only memorizes vocabulary during the learning process, causing it not to be strongly stored in long-term memory. As a result, when asked to practice Arabic, he easily forgets and is unable to retrieve vocabulary automatically.

b. Insufficient mastery of grammar

In addition to limited vocabulary, students face difficulties in mastering Arabic grammar. This is evident from the frequent errors in the use of syntax (naḥw) and morphology (ṣarf) when constructing sentences. Based on the interview results conducted by the researcher with several students, one of them stated:

*“I also have difficulties with grammar and morphology, so I just arrange sentences however I can, the important thing is to move forward first”.*

This statement shows that the lack of mastery of grammatical rules is one of the main factors causing errors in Arabic speaking skill. It indicates that students have not yet reached a sufficient level of grammatical competence, so the process of language production is not yet planned and systematic. Students tend to prioritize confidence in performing or speaking, but without balancing it with linguistic accuracy.

c. Weaknesses in pronunciation

Pronunciation errors are among the main obstacles in Arabic speaking skills. Based on the interview results conducted by the researcher with several students, one of them stated:

“I am not used to using Arabic. Many Arabic letters look very similar, so I probably make many mistakes with them”.

This indicates that the visual similarity between some letters leads to confusion and causes errors in speaking. The lack of use of the language in daily contexts may prevent students’ phonetic and pronunciation abilities from developing optimally. Therefore, greater attention should be given to students’ pronunciation in teaching Arabic speaking skill.

d. Influence of the mother tongue

The influence of the mother tongue also affects students’ Arabic speaking skills at Madrasah Aliyah Muhammadiyah 1 Plus Malang. Based on observation results, when students face difficulties or forget vocabulary in Arabic, they automatically use Indonesian or Javanese as a substitute. This situation shows that the dominance of the mother tongue is still very strong in the communication process, which hinders fluency in Arabic speaking skills. Based on the interview results with the Arabic language teacher, she stated the following:

“Yes, there are many of them. Especially in pronunciation, because the articulation points of the letters are different from Indonesian, so they often make mistakes in them.”

This statement shows that the informant is aware of the many errors in pronouncing Arabic letters, especially those related to articulation points. This confirms that the difference between the sound systems of Arabic and Indonesian constitutes a major obstacle in speech production. Indonesian does not contain some phonemes distinctive to Arabic, such as the letters (ع), (ث), (ش), and others. This makes learners more likely to substitute, omit, or incorrectly produce these sounds.

**Environmental factor**

Environmental factors are external factors that influence the occurrence of language errors in learning Arabic speaking skill. These factors include opportunities to practice and use Arabic in everyday communication.

a. Lack of practice or speaking Arabic

Students’ opportunities to practice speaking Arabic are still limited. The use of Arabic is mostly restricted to the classroom during lessons, while outside the classroom students generally use their mother tongue or Indonesian. This lack of practice makes students unfamiliar with using Arabic in speech. Based on the interview results conducted by the researcher with several students, one of them stated:

“No, because Arabic is rarely used, and at home my mother also speaks Indonesian and English”.

This statement indicates that environmental factors have a major influence on students’ Arabic speaking skill, as the lack of support for practicing Arabic outside the classroom hinders their linguistic development. Dependence on Indonesian and English in daily communication may obstruct the process of learning Arabic, since students are not accustomed to hearing the language or speaking it.

b. Short Arabic language classes

Based on the results of observations and interviews with the Arabic language teacher conducted by the researcher, it was found that Arabic instruction at Madrasah Aliyah

Muhammadiyah 1 Plus Malang is implemented only once a week and lasts for two class periods.

“Class hours in each class are only once a week and for just two periods. Perhaps this is the reason for the errors in Arabic speaking skills”.

This indicates that the time allocated for learning Arabic is still very limited. This means that students have only a small opportunity to practice speaking Arabic, especially in developing their Arabic speaking skill.

Limited learning time directly affects the low intensity of Arabic use within the school environment. As a result, students' Arabic speaking skill do not develop optimally because of the lack of opportunities to practice the language naturally and continuously. Therefore, it can be concluded that the limited time allocated to Arabic learning is one of the environmental factors influencing errors in students' Arabic speaking skill at Madrasah Aliyah Muhammadiyah 1 Plus Malang.

### ***Cognitive (individual) factor***

In addition to linguistic and environmental factors, there is also a cognitive factor. The researcher found that there were two students in the research class whose intelligence levels were below average. This affected their ability to understand the learning material, remember vocabulary, and construct sentences. As a result, they were more prone to making errors in Arabic speaking skill compared to the other students. As the Arabic language teacher stated based on the interview conducted by the researcher:

“In this school, there are also some students with special needs in every eleventh-grade class. Some remain silent only, some run around here and there, and some are still ready to listen to the teacher's instructions to carry out Arabic speaking skill practice, although they need repeated practice several times before they can perform correctly. In the class observed today, there were two children with special needs, but they could still be guided and were still willing to listen to the teacher's instructions”.

This indicates that students with special needs also face difficulties in maintaining concentration and have limited memory capacity. As a result, they need to repeat sentences several times before they are able to pronounce them correctly. The repetition process takes longer, but it is an important part of the learning strategy they use to achieve accuracy in speaking Arabic.

In addition, based on observation results, the two students with below-average cognitive ability showed difficulties in pronunciation, remembering vocabulary, and constructing sentences. They often hesitated before speaking, and one of them even counted from one to five in Arabic in order to remember the Arabic word for five. This condition indicates that their thinking process is slower and requires additional time to recall previously learned vocabulary and connect it appropriately. The teacher also frequently provided pronunciation models and helped reconstruct sentences so that the meaning became correct. This confirms that limited cognitive ability affects not only memory and comprehension, but also fluency and accuracy in speaking. Therefore, students with special needs require a teaching approach characterized by greater patience and repetition in order to achieve optimal results in Arabic speaking skill.

## **DISCUSSION**

## **مناقشة**

Based on the results of the researcher's study of fourteen eleventh-grade students

(language class) at the Muhammadiyah 1 Malang High School, it was found that there are various types of linguistic errors in Arabic speaking skill. These errors include: pronunciation errors, vocabulary errors, linguistic accuracy errors, sentence structure errors, lack of fluency, and errors in content and development.

Of the fourteen students studied, there are made pronunciation errors. These errors can be classified into three types: letter substitution, letter omission, and letter addition. Letter substitution errors occur when students pronounce one letter as another letter that is similar in pronunciation. Letter omission errors occur when students do not pronounce one of the letters in a word, resulting in an incomplete sound. Letter addition errors occur when students add certain sounds that should not be in the word, such as adding a vowel sound in the middle or at the end of a word. Inaccurate pronunciation can change the meaning of a word or make it incomprehensible to the listener. Therefore, pronunciation is extremely important in speech skills, as it is directly related to clarity of meaning and effective communication. This is in line with Ismail Ramadan's view that poor pronunciation can cause confusion or misunderstanding in the communication process, so attention must be paid to this aspect and focus on it from day one and continue through the other levels.

In addition, pronunciation errors often occur due to the similarity in sounds between letters and words in Arabic. Letters that are similar in sound and subtle differences in movements make it difficult for students to distinguish between the meanings of words. This difficulty can affect speech and comprehension of spoken messages, both in everyday conversations and during educational activities in the classroom. As (fuad effendy, 2017) mentioned, there are undoubtedly many words in Arabic that are pronounced similarly to each other. Because of this, students often have difficulty understanding them, whether during conversation or when speaking with their friends. Even now, many of them still learn Arabic vocabulary only by listening, without paying attention to the pronunciation of letters, how they are written, or the diacritical marks that accompany them (عبدالله، & حسن, 2007).

In addition, pronunciation errors often occur due to the similarity of sounds between Arabic letters and words. Letters that are similar in sound and the subtle differences in vowel marks cause difficulty for students in distinguishing word meanings. As Novel and Hidayat explained, pronunciation errors occur due to the similarity of articulation points of Arabic letters, especially among students who are not yet accustomed to distinguishing between their sounds, such as confusing the letters ش and ص or س and ث, which have relatively similar articulation places and phonetic features, making them easy to mix up (novel & hidayat, 2024). This difficulty may affect the process of speaking and understanding spoken messages, both in the context of daily conversations and during classroom learning activities. As Fuad Effendy stated, there is no doubt that there are many words in Arabic that are pronounced similarly to one another. Because of this, students often experience difficulties in understanding them, whether during conversations or when speaking with their friends (effendy, 2017).

There were also students who made mistakes in their use of vocabulary. These mistakes consisted of using words that were not appropriate for the context or choosing inaccurate vocabulary to express a particular meaning. Students with weak vocabulary skills tend to get confused when choosing the right word, which makes the message they want to convey unclear or even wrong in meaning. As mentioned by (Thohir & Imannisya, 2021) students' limited vocabulary may be one of the factors causing errors, as a person with limited vocabulary will face difficulties and choose the wrong words to express their ideas. This process involves activating context-related words, competition among closely related words, and finally selecting the most

appropriate word. Disruptions may occur in this process, especially when several semantically or phonetically similar words compete to be selected. Language production errors, such as using incorrect words or pronunciation mistakes, often arise as a result of inefficient competition or incorrect word activation (Zolkapli & Salehuddin, 2019). In a learning context, limited working memory can make it difficult for learners to recall new vocabulary or use it correctly. Repeated practice and memorization strategies can improve working memory efficiency and reduce language errors (abdul wahab & hanefarezan asbulah, 2021).

It was also found that students made mistakes in linguistic accuracy. These mistakes included incorrect use of verbs, errors in word forms, and grammatical errors. Errors in placing verbs on nouns that function as objects or inconsistencies between word types (feminine-masculine). This indicates that students' understanding of the grammatical structure of the Arabic language is still weak, causing them to make mistakes in inflection and word form agreement. (Ma'ruf & Mathoriyah, 2024) have explained that studying sentence structure plays an important role in learning Arabic, because errors in grammatical structure can lead to misunderstandings and hinder communication. Therefore, teachers need to be equipped with innovative teaching methods based on the latest research, such as the use of contextual curricula and educational technology to explain grammatical concepts in a way that is easier and clearer for students.

There also students made mistakes in sentence construction. These mistakes included irregular sentence structure and the use of word order that did not conform to the rules of grammar, often making their sentences difficult to understand or deviating from the intended meaning. Sentence construction is an inevitable outcome of any grammar learning process. However, in the context of learning Arabic, the main focus should be on the stylistic aspects of sentence construction. This is important because a sentence may be grammatically correct but still be considered weak or stylistically inappropriate. As (Ramaḍān et al., 2018) mentioned, ideal learners are those who are able to develop a linguistic sensitivity to the grammatical structure of Arabic. In this case, teachers play an important role in guiding students to develop this sensitivity and identifying appropriate methods for assessing it. Therefore, there is a need for an educational approach that focuses not only on memorizing grammar and morphology rules, but also on practical application in the context of real communication. Teachers can provide conversation-based exercises, role-playing, and direct correction of sentence structure errors so that students become accustomed to using correct sentence patterns. As a result, not only will their ability to construct grammatically correct sentences improve, but they will also become more communicative and effective in the context of speaking Arabic.

In addition, there students made mistakes in terms of content and development. These mistakes included inconsistency between the content of the discussion and the required topic, or presenting incoherent ideas. This indicates that some students were not yet able to develop ideas systematically according to the topic under discussion. As (Ramaḍān et al., 2018) mentioned, learners cannot demonstrate their linguistic competence, which includes elements such as pronunciation, accuracy, and fluency, without a foundation in the content or substance of speech. Therefore, content is considered one of the main components of speaking skills. The ability to develop and expand the topic of conversation plays an important role in developing language in a more complex way, both in terms of vocabulary and sentence structure.

In the process of teaching speaking skills, various obstacles often arise that hinder students' ability to speak Arabic fluently and accurately. These obstacles are not only linguistic in nature, but are also influenced by non-linguistic factors. This situation makes it difficult for students to develop their speaking skills to their fullest potential. As (Zahra Atika Mappiara et al., 2023)

mentioned, mastering speaking skills is often hindered by linguistic factors, such as difficulty in pronunciation, limited vocabulary, and errors in sentence structure. In addition, non-linguistic factors such as students' backgrounds, low discipline in Arabic, lack of diversity in learning methods and medium, and limited learning time also play a role. A learning environment that does not support active communication, where education is more focused on texts and memorization, makes students less trained to respond spontaneously and interact actively in Arabic.

Students have difficulty remembering Arabic vocabulary and using it appropriately. This is evident in their frequent repetition of words, long pauses while speaking, and tendency to mix Arabic with Indonesian. This situation shows that students still have difficulty accessing the required vocabulary spontaneously, which hinders fluency in communication. As mentioned by (Wijaya & Oktaviani, 2022) a lack of vocabulary knowledge is a cause or factor that greatly affects errors in Arabic speech, because vocabulary is the key to supporting Arabic speaking skills.

Not knowing the words well also affects how well students can speak. Based on the research, some students have trouble speaking Arabic fluently. This problem manifests itself in their frequent pauses in the middle of sentences, repetition of the same word, or their need for a long time to find the right word. This situation is not a direct linguistic error, but rather a result of limited vocabulary. Students find it difficult to express their ideas spontaneously because they do not have a good command of vocabulary, which leads to incoherent and unclear speech. Therefore, sufficient mastery of vocabulary not only affects the accuracy of meaning, but also affects students' fluency in communicating in Arabic.

In addition, students also suffer from a lack of proficiency in syntax. This is evident in their inaccurate use of grammar and morphology when constructing sentences. Students still find it difficult to construct grammatically correct sentences, which leads to errors in syntax. This situation indicates that students still need continuous training in the use of Arabic grammar rules. This is in line with what (Maidarlis et al., 2023) mentioned, that Arabic language learners often face problems with syntax, which can be overcome by intensifying training on nominal and verbal sentence patterns relatively frequently. Training on various forms and patterns and developing sentence patterns is also key to addressing this linguistic problem, which is a constant challenge for teachers.

Pronunciation errors and the influence of the mother tongue are interrelated in their effect on the speaking skills of students at Madrasah Aliyah Muhammadiyah 1 plus Malang. Difficulties in pronouncing letters that do not exist in Indonesian often cause students to revert to their mother tongue (Indonesian or Javanese) when they encounter obstacles. As mentioned by (Mahyaddin et al., 2025), speech skills often face obstacles in the form of language interference. One of the most prominent forms of interference is the tendency to use patterns from their mother tongue or Indonesian. This affects fluency, sentence structure, and accuracy of meaning when speaking Arabic.

In addition to internal factors, the educational environment plays a major role in developing students' language skills. Opportunities for students to practice speaking Arabic outside the classroom remain very limited. One of the main factors leading to interference is the lack of active practice in using the second language regularly in daily activities. When language learners rely solely on classroom learning without adding listening, reading, or speaking activities outside the classroom, they will find it difficult to develop natural sensitivity (Mahyaddin et al., 2025).

Based on the results of observation and interviews, the researcher found that two students

had below-average intelligence. This condition is often a major obstacle to their ability to follow lessons effectively, leading to lower academic achievement compared to their peers. In the context of learning Arabic, this limitation affects vocabulary recall, sentence structure comprehension, and fluency. As (Khalidah, 2021) mentioned, below-average intelligence can be a barrier to learning for slow learners, who tend to have lower academic achievement than their normal peers because they face problems in learning academic, social, and emotional tasks.

Based on the above findings, the researcher concluded that the errors in students' speech proficiency at the Muhammadiyah 1 Malang Senior High School were due to factors such as limited vocabulary, lack of mastery of syntax, lack of pronunciation proficiency, and the influence of the mother tongue. Non-linguistic factors, such as an environment that does not support practice, also play a role. In addition, cognitive factors, such as below-average intelligence, affect students' speaking ability. Therefore, improving speaking skills requires a comprehensive approach through increased practice, a supportive language environment, and special attention to slow learners.

This study contributes to the development of Arabic language error analysis, particularly in the context of teaching Arabic speaking skills (maharah kalam) in Indonesia. So far, studies on Arabic error analysis have largely focused on native speakers or contexts where Arabic is more dominant, while the context of Indonesian learners, who come from different linguistic backgrounds, still requires further exploration. In addition, this study develops a classification of errors in Arabic speaking skills, which includes several main aspects: pronunciation errors, vocabulary selection errors, sentence construction errors, fluency errors, and linguistic accuracy errors. This classification can serve as a structured reference for identifying students' speaking errors in Arabic as a foreign language learning context.

Furthermore, this study also offers a mapping of the factors causing language errors, which include linguistic factors, environmental factors, and cognitive factors. These three factors show that errors in speaking skills are not only caused by linguistic aspects, but are also influenced by learning context and learners' internal conditions. Thus, the findings of this study are expected to enrich the model of Arabic language error analysis, particularly in the Indonesian learner context.

## CONCLUSSION | خاتمة

Types of linguistic errors in the speaking skills of students at Madrasah Aliyah Muhammadiyah 1 Plus Malang include errors in pronunciation, errors in vocabulary use, errors in linguistic accuracy, errors in sentence structure, lack of fluency, and errors in content and development. Among all these types of errors, pronunciation errors are the most common, followed by errors in linguistic accuracy and then in sentence structure.

Factors affecting linguistic errors in the speaking skills of students at Madrasah Aliyah Muhammadiyah 1 Plus Malang include linguistic factors such as poor vocabulary, poor grammar, poor pronunciation, and the influence of the mother tongue. Non-linguistic factors include a learning environment that is not conducive to effective communication and a lack of opportunities for practice outside the classroom, which also constitute obstacles. Cognitive factors such as below-average intelligence also affect students' speaking ability.

However, this study has several limitations. It was conducted in only one research site and involved a limited number of participants, which restricts the generalizability of the findings. In addition, the data analysis relied primarily on researcher observation and interview responses,

which may involve a degree of subjective interpretation. The duration of the study was also relatively short, which may not fully capture the long-term development of students' speaking abilities.

Future research is recommended to extend this study by conducting comparative analysis across different madrasahs to identify variations in speaking errors. Longitudinal studies are also needed to examine the development of students' speaking skills and error patterns over time. Furthermore, the integration of technology-based learning tools, such as automated pronunciation feedback systems or AI-supported speaking practice platforms, is suggested to enhance Arabic speaking proficiency.

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