



**Analysis of Arabic Language Style Errors in Daily Conversations at  
Darul Amanah Islamic Boarding School Kendal**

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**Abstract**

This research is based on the numerous errors made by students at Darul Amanah Islamic Boarding School in Kendal, particularly because they need more confidence in applying their knowledge of Nahwu and Shorof (Arabic grammar) in daily conversations. The study aims to identify various forms of Arabic language style errors in everyday conversations at the boarding school and to understand the types of Arabic language learning activities and the challenges encountered in learning Arabic at the school. A qualitative method was chosen for this research. Data collection techniques included observation, interviews, and document analysis. The data analysis techniques used in this study involved data condensation, data presentation, and conclusion. The results of this study indicate errors in daily conversations and a need for more applications in implementing Nahwu Shorof.

**Kata Kunci:** analysis, arabic language style errors, daily conversations

# Analysis of Arabic Language Style Errors in Daily Conversations at Darul Amanah Islamic Boarding School Kendal

## A. Introduction

Language is a system of sound symbols that certain communities or individuals use to communicate and interact with each other.<sup>1</sup> Language can also be interpreted as a means of communication used by humans in interacting through the exchange of verbal and nonverbal linguistic symbols.<sup>2</sup> According to Al-Ghulayaini, the definition of Arabic is a word or sentence used to express certain intentions and purposes by most Arabs. This definition is similar to Al-Hasyimiy's: sentences arranged or voiced using hijaiyah letters. Arabic is also defined as a means of communication used by Arabs to express what is in mind, using oral and written. The definition of Arabic expressed by the figures is different.<sup>3</sup> According to Corder and Taringan, there are two purposes of error analysis: practical and theoretical. The practical goal of language error analysis is to help teachers in the learning process directly because the results of the approach can be directly applied to the development of learning methods, teaching materials and other learning tools. In contrast, the theoretical goal is an attempt to understand the process of learning a second or foreign language<sup>4</sup> Some perspectives on language errors consider language errors as events related to verbal and textual language use. A teacher or prospective teacher of Arabic can find students' errors if they pay close attention. One of the two categories of errors are skill errors and linguistic errors. Skill errors occur when students listen, speak, read, and write. Sentences, sounds, and tenses are examples of linguistic errors.<sup>5</sup>

Learning Arabic in Islamic boarding schools has become an obligation for students. This is due to the various objectives to be achieved by each student who takes the subject. These goals include understanding the sciences derived from Islamic books, mastering aspects of daily conversation, reflection activities, and many more. This is done through approaches and methods tailored to the student's needs and characteristics. To master Arabic well and correctly, the first thing is to be able to read Arabic letters and writings because reading is one of the skills that must be mastered in learning a language. As a non-Arabic person, reading Arabic is more challenging than reading Latin. Learning Arabic is different from learning other foreign languages. This is because Arabic has unique characteristics not shared by other foreign languages. Arabic is a language rich in variations of words, sentences and meanings. The uniqueness of Arabic also lies in the pronunciation of the sounds of some letters that are almost the same but are pronounced from different sound cavities and have different variations in meaning. The speciality of Arabic vocabulary is also rich in metaphors and contains stunning meanings when arranged into sentences.<sup>6</sup>

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<sup>1</sup> Izzan Ahmad, *Metodologi Pembelajaran Bahasa Arab* (Bandung: Humaniora, 2015).

<sup>2</sup> Wiratno tri dan Riyadi santoso, *Bahasa, Fungsi Bahasa Dan Konteks Sosial Dalam Modul Pengajaran Linguistik Umum*, ed. Guepedia (t.th, 2022).

<sup>3</sup> Inayati Nurul Latifatul, *Pendidikan Bahasa Arab Konsep Teori Dan Pendidikannya* (t.t: Muhamadiyah Universitas Press, n.d.).

<sup>4</sup> Yusri R Mantasiah, *Analisis Kesalahan Berbahasa (Sebuah Pendekatan Dalam Pengajaran Bahasa)* (Yogyakarta: Grup Penerbit CV BUDI UTAMA, 2020).

<sup>5</sup> Dewi Lisa Septia, *Analisis Kesalahan Berbahasa Indonesia* (Bogor: Guepedia, 2020).

<sup>6</sup> Akla, "Pembelajaran Bahasa Arab Antara Harapan Dan Kenyataan," *An-Nabighoh* 19 2 (2017): 39.

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An Arabic teacher must master at least three things: Arabic language proficiency, knowledge of Arabic language and culture, and Arabic teaching skills. The ability to use language in language teaching is called language skills (maharah al- lughah). There are four skills, namely listening skills (maharah istima), speaking (maharah kalam), reading (maharah qiraah), and writing (maharah kitabah). There are some fundamental differences between speaking skills and other skills; at one time, we read, write or listen to a certain vocabulary, but only accompanied by the ability to speak or communicate if other factors encourage the use of vocabulary to communicate.<sup>7</sup> The necessity of using Arabic in conversation has given birth to an interesting phenomenon, namely the expression "the important thing is speaking Arabic". Regardless of the form, the important thing is that students speak Arabic. From here, Arabic conversations at Darul Amanah Islamic Boarding School often occur with pronunciation errors and language structures that do not follow language rules. Arabic pronunciation errors spoken by Darul Amanah Islamic boarding school students do not meet the standard Arabic criteria. Fusha Arabic is a special standard Arabic language for understanding the Qur'an and hadith, so the Qawaid of Fusha Arabic tends to be static and does not accept changes.<sup>8</sup> Meanwhile, the Arabic language used by Darul Amanah Islamic boarding school students is classified as Amiyah Arabic, which is non-standard Arabic.

In short, language style is a unique way of conveying thoughts that reflects the writer's personality. Language style allows for expressing feelings, whether in written or spoken form. Every language uniquely conveys certain things, such as Tasybih in Arabic and majas in Indonesian. Majas has become familiar since we were in elementary and junior high school.

Stylistics is the beautiful language used to enhance the effect by introducing and comparing a particular thing or things with other, more general things or things.<sup>9</sup> In short, language style is a unique way of conveying thoughts that reflects the writer's personality. Language style allows for expressing feelings, whether in written or spoken form. Every language uniquely conveys certain things, such as Tasybih in Arabic and majas in Indonesian. Majas has become familiar since we were in elementary and junior high school.<sup>10</sup>

Some research related to this theme has become an interesting discussion, such as research conducted by Wahyu Hanafi Putra with the theme "Analysis of language errors in Muhadasah Al-Arobiyah Al-Yaumiyyah santri of Daarul Fallah Sukorejo Ponorogo Islamic boarding school, East Java".<sup>11</sup> Research conducted by Arief Bachtiar Rifai with the theme Analysis of Arabic language errors (case study of students of Aran language education at Yogyakarta muhamadiyah university).<sup>12</sup> Research conducted by Ahmad Nawawi, with the theme of Arabic

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<sup>7</sup> Hamid Abdul, *Mengukur Kemampuan Bahasa Arab* (Malang: UIN MALIKI PRESS, 2010).

<sup>8</sup> Muttaqin Zainal, *Fiqh Lughah Dan Pengembangan Mufradat* (Jakarta: publica indonesia utama, 2023).

<sup>9</sup> Maulana Unsa, *Terampil Berekomunikasi Lisan Dan Tulisan* (Bandung: Tata Akbar, 2022).

<sup>10</sup> Rosifah, "Gaya Bahasa Dalam Bahasa Indonesia Dan Bahasa Arab Serta Implikasinya Dalam Pembelajaran Bahasa Arab" (UIN Sunan Kalijag, 2015).

<sup>11</sup> Putra Wahyu Hanafi, "Analisis Kesalahan Berbahasa Dalam Al- Muhadasah Al- Yaumiyyah Al-Arabiyyah" (UIN Sunan Kalijaga Yogyakarta, 2015).

<sup>12</sup> Rifa'i Arief Bachtiar, "Analisis Kesalahan Berbahasa Arab Studi Kasus Mahasiswa Pendidikan Bahasa Arab" (Universitas Muhammadiyah Yogyakarta, 2021).

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conversation analysis of Al-Iman Ponorogo East Java students.<sup>13</sup> Siti Fatimah's research with the title Analysis of Arabic Language Errors in Daily Conversation at Darul Ikhlas Islamic Boarding School.<sup>14</sup> Firdaus Fauzi's research with the title Analysis of Errors in the Use of Arabic in Daily Speaking Skills at Modern Al-Barokah Simalungun Islamic Boarding School.<sup>15</sup>

Although several studies have explored Arabic language errors in various Islamic boarding schools and educational institutions, this study is unique in several aspects. First, the focus on Darul Amanah Kendal Islamic Boarding School provides a new perspective due to its different geographical and cultural context from previously researched locations, such as Sukorejo Ponorogo and Ponorogo, East Java. Therefore, this study aims to analyze the stylistic errors in Arabic in daily conversation at the Darul Amanah Kendal Islamic Boarding School.

### **B. Method**

This research method is qualitative research. Qualitative research is a research method based on the philosophy of postpositivism. Used to research natural object conditions. (as opposed to experiments) where the researcher is the key instrument, data collection techniques are triangulated (combined), data analysis is inductive/qualitative, and qualitative research results emphasize meaning rather than generalization. Qualitative research methods are often called naturalistic research methods because the research is conducted in natural conditions (natural settings), also known as anthropology methods. After all, this method was initially more widely used for research in cultural anthropology, referred to as qualitative methods. After all, the data collected and the analysis is more qualitative.<sup>16</sup>

The research subject is the focus or main object that becomes the study material in a study, in this study, the research subjects that will be the main focus are; 1) Arabic language coaches at Darul Amanah Kendal Islamic Boarding School, they are individuals who are responsible for the development and teaching of Arabic at Darul Amanah Kendal Islamic Boarding School, 2) Arabic teachers, teachers who teach Arabic at Darul Amanah Kendal Islamic Boarding School, those who interact directly with students in the teaching and learning process, 3) Santri language ambassadors, students who are selected as representatives in activities or competitions related to language, 4) Santri language section, students who are assigned to assist in the management and implementation of activities related to language at Darul Amanah Kendal Islamic Boarding School, and 5) Santri in charge of language, those who are given special responsibility for monitoring and ensuring that the use of Arabic in the Islamic Boarding School goes well.

Data collection techniques in the study used observation, interviews and documentation. Observation in research is used to collect data related to the research focus. In this case, the researcher tries to systematically observe and

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<sup>13</sup> Nawawi Ahmad, "Analisis Kesalahan Percakapan Bahasa Arab Santri Pondok Pesantren Al-Iman Ponorogo Jawa Timur" (STAIN Ponorogo, 2009).

<sup>14</sup> Fatimah Siti, "Analisis Kesalahan Berbahasa Arab Dalam Percakapan Sehari-Hari Di Pondok Pesantren Darul Ikhlas," *Pendidikan Bahasa Arab*, 2018.

<sup>15</sup> Fauzi Firdaus, "Analisis Kesalahan Penggunaan Bahasa Arab Dalam Keterampilan Berbicara Sehari-Hari Di Pondok Pesantren Modern Al-Barokah Simalungun," *On Teacher Education* 4 4 (2023).

<sup>16</sup> Sugiyono, *Metode Penelitian Kualitatif Kuantitatif Dan R&d* (Bandung: Alfabeta, 2013).

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record the symptoms that appear in the Darul Amanah Kendal Islamic Boarding School. Interviews were used to find general data about the Darul Amanah Kendal Islamic Boarding School by interviewing Darul Amanah Islamic Boarding School teachers and Darul Amanah Islamic Boarding School students. The implementation of free interviews is skilful, because it will give freedom to the party to be studied in providing answers so that more in-depth and clearer data will be obtained. Researchers interviewed about the use of Arabic at Darul Amanah Islamic Boarding School in Kendal. This study used the documentation technique to collect data about Pondok Pesantren Darul Amanah Kendal's historical, geographical and infrastructure facilities in Pondok Pesantren Darul Amanah Kendal. Then collect data from the results of observations and interviews. The data analysis technique used is Condensation Data, Presentation of Data (Display Data), and Concluding Drawing.

### **C. Findings and Discussions**

Arabic language learning is an educational process that aims to be able to use Arabic properly and correctly in oral and written fluently and freely to communicate with people who use the language; in other words, four proficiencies must be achieved, namely: *Maharah istima'*, *Maharah kalam*, *Maharah qiro'ah* and *Maharah kitabah*.<sup>17</sup> Various Arabic language learning activities in Darul Amanah Kendal Islamic Boarding School are as follows:

#### **Mufradat**

Mufradat is a speech or utterance consisting of two or more letters with one or more meanings. Arabic is a language with much vocabulary, and one word alone has more than one meaning.<sup>18</sup>

#### **Muhadasah**

Muhadasah is a way or method to present language in Arabic lessons through conversation.

#### **Muhadharah**

According to Daniswara et al. termed *Khitabah* learning in modern pesantren as *Muhadharah*. It was stated that *Muhadharah* learning or activity program to improve speaking skills in students.<sup>19</sup>

#### **Language classes**

Language classes at Darul Amanah Kendal Islamic Boarding School aim to improve the mastery of Arabic in speaking, writing, listening and reading Arabic.

#### **Uslub**

*Uslub* here is interpreted as a method, namely a method to correct students' language mistakes that still often occur and are carried out every day with the language coach of the Darul Amanah Kendal Islamic Boarding School. The main objectives of learning Arabic at Darul Amanah Kendal Islamic Boarding School

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<sup>17</sup> Khasanah Nginayatul, "Pembelajaran Bahasa Arab Sebagai Bahasa Kedua (Urgensi Bahasa Arab)," *An-Nidzam* 3 2 (2016): 45.

<sup>18</sup> Ahmad Taufik Nasrudin, Zayyin Mukmila, *Transformasi Pembelajaran Bahasa Arab* (padang: CV Gita Lentera, 2023).

<sup>19</sup> Djamaludin perawironegoro Bustam Betty Mauli Rosa, *Pendidikan Bahasa Arab Untuk Mahasiswa Magister Pendidikan Agama Islam* (Yogyakarta: UAD PRESS Anggota IKAP dan APPT, 2021).

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are, of course, the first to understand the Qur'an better and a deeper knowledge of Islam so that students have a good understanding of commonly used vocabulary, to train students to be able to communicate orally in Arabic fluently and precisely, train students to be willing to convey their thoughts or arguments clearly in Arabic and train students to be more confident in speaking and interacting using Arabic.

According to S. Piet Corder in his book entitled *Introducing Applied Linguistics*, the analysis of language errors stated by Corder that what is meant by language errors is a violation of the language code. This violation is physical and a sign of imperfect knowledge and mastery of the code. The language learner has yet to internalize the rules of the (second) language he is learning. Corder says native and non-native speakers are equally likely to make language errors.<sup>20</sup> Language style error analysis examines and evaluates language use in writing and speaking to identify errors or discrepancies in style, such as inappropriate styles or unclear sentences. According to Ellis, the methodology for analyzing language errors includes several steps, namely:

- a. Collecting error samples
- b. Identifying errors
- c. Explaining errors
- d. Classifying errors
- e. Evaluating errors.<sup>21</sup>

The Arabic language style mistakes at Darul Amanah Islamic Boarding School in Kendal are studied for moreack of confidence in implementing Nahwu Shorof in daily conversations. The students need more time to learn Arabic (Nahwu Shorof). However, the teachers have tried to help students overcome Arabic language mistakes by motivating students not to be afraid of mistakes when using Arabic and conducting daily evaluations because evaluation is an important component in education, especially learning evaluation. In addition, the teachers have also prepared a forum for students to learn Arabic, one of which is language classes; the existence of language classes is very helpful for students in deepening Arabic. Then there is Muhadharah; this Muhadharah activity can be a forum for students to be more confident in using Arabic because they are required to dare to speak Arabic, and students learn to express what is in their minds.

**Table 1. Examples of language errors that often occur in Darul Amanah Kendal Islamic Boarding School**

True	False	Explanation
أنا أسألك	أنا أسأل اليك	No need to add "إلى"; can be simplified.
أذهب إلى المدرسة	أنا يذهب إلى المدرسة	Errors in the use of "fi'il" (verb form).

<sup>20</sup> Supriani Reni, "Penelitian Analisis Kesalahan Berbahasa," *Jurnal Edukasi Kultura* 3 2 (n.d.): 69-70.

<sup>21</sup> Putra Wahyu Hanafi, "Analisis Kesalahan Berbahasa Dalam Al- Muhadasah Al- Yaumiyyah Al-Arabiyyah."

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هذه بنت	هذا بنت	Errors in the use of "isim isyarah" (demonstrative pronouns) for male and female gender.
يذهب مُجَّد إلى المسجد	مُجَّد يذهب إلى المسجد	Errors in word order; students often translate according to the word sequence in their native language.
هذا كتابي	هذه كتابي	Incorrect use of gender in demonstrative pronouns.
عندي صديق	عندي صديقي	Incorrect use of possessive pronouns.
يدرسون في المدرسة	هم يدرسون في المدرسة	Errors in verb conjugation for plural subjects.
هو ذاهب إلى السوق	هو ذهب إلى السوق	Errors in verb tense usage.
هم يأكلون الطعام	هم يأكل الطعام	Errors in agreement between verb and subject.
كان الجو جميلا	كان الجو جميلة	Incorrect agreement between adjective and noun gender.
سأكون في المنزل	سوف أكون في المنزل	Misuse of future tense particles.
ليس هناك مشكلة	لا مشكلة هناك	Misplacement of words affecting the sentence structure.
رأيت طالبا في المكتبة	رأيت طالب في المكتبة	Errors in using accusative case with the noun.
أحب اللغة العربية	أحب العربية	Omission of noun (language) resulting in ambiguity.
يأكلون الطعام	يأكلوا الطعام	Incorrect verb form with plural subjects.
عندي كتاب جديد	عندي كتاب جديداً	Incorrect use of case ending with adjectives.
بعثت سيارتي أمس	بعثت السيارة أمس	Errors in possessive pronoun usage with nouns.
درسنا هذا الموضوع	نحن درسنا هذا الموضوع	Redundant use of subject pronouns.
ذهبت إلى السوق	ذهبت السوق	Omission of preposition "إلى" causing confusion in meaning.

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يكتبون الواجب	يكتبوا الواجب	Incorrect verb conjugation for plural subjects.
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Based on the examples of Arabic errors found in Pondok Pesantren Darul Amanah Kendal, the errors can be classified into several main categories:

1. Errors in the Use of Pronouns and Isim Isyarah: This error involves improperly using a pointing pronoun, especially regarding gender congruence between the pronoun and the noun it points to. This often happens when students incorrectly use pronouns for both males and females.
2. Errors in Verb Conjugation and Usage: These errors include verb forms that do not match the subject in terms of number (singular or plural) and gender. Students often need to learn about the correct verb forms in order to use the correct verb forms in Arabic.
3. Errors in Word Order: This error occurs when students place words in an order that does not match the syntactic structure of Arabic. This problem usually arises because students translate sentences from their native language directly without adjusting the word order according to Arabic rules.
4. Errors in the Use of Possessive Pronouns: This error occurs when students incorrectly use or omit possessive pronouns, leading to ambiguity in communication.
5. Errors in Verb Timing: These errors include improper use of verb tenses, such as mixing up past and present tenses. This error shows a need for understanding verb conjugation in different tenses.
6. Errors in Adjective and Noun Congruence: This error occurs when there is a mismatch between the gender of the adjective and the noun it modifies. This shows a lack of understanding of the rules of gender congruence in Arabic.
7. Errors in Preposition Usage: These errors involve the omission or improper use of prepositions, which can significantly change the sentence's meaning.
8. Errors in Case Usage: These errors occur when students use the wrong case for nouns or adjectives, especially in accusative contexts after verbs.
9. Omissions or Errors in Sentence Structure: These errors include omitting important elements of the sentence, such as nouns or verbs, which can lead to vagueness or confusion.
10. Overuse of Subject Pronouns: This error occurs when students use unnecessary subject pronouns, as the subject is already implied in the verb form.

An error analysis was conducted and found five main causes: 1) Understanding of Basic Concepts: Many errors occur due to a lack of basic understanding of Arabic language rules, such as pronoun usage, verb conjugation, and gender appropriateness, 2) Native Language Interference: Errors are often caused by interference from the student's native language, which affects sentence structure and word usage in Arabic, 3) Lack of Practice and Exposure: Errors can

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also arise due to lack of practical practice and exposure to Arabic in real contexts, 4) Limited Knowledge of Sentence Structure: Students may not understand the correct sentence structure in Arabic, including word order and the use of prepositions, 5) Time and Case Concept Errors: Errors in verb tense and case usage are often due to a lack of understanding of the different forms and functions of words in sentences.

Therefore, action suggestions are needed: 1) Improvement of Basic Understanding: Focus on teaching basic Arabic, including the rules of pronoun usage, verb conjugation, and gender appropriateness. Use interactive and varied teaching materials, 2) Structured Exercises: Provide a variety of exercises, including written and oral exercises, to reinforce students' understanding of sentence structure, preposition usage, and verb conjugation, 3) Practice in Real Contexts: Encourage students to practice Arabic in real communication situations, such as daily conversations or simulated conversations, to improve their understanding and correct use of the language, 4) In-Depth Explanation: Provide clear and in-depth explanations about the differences between Arabic and the student's native language, as well as the importance of following Arabic grammar rules, 5) Monitoring and Feedback: Conduct regular monitoring of student progress and provide constructive feedback. Use the monitoring results to adjust teaching approaches and exercises.

Several strategic steps need to be taken to overcome errors in Arabic style that often occur in daily conversations at Darul Amanah Islamic Boarding School in Kendal. First, the main focus is to improve the mastery of Arabic language rules. This includes a deep understanding of grammar, including sentence structure, pronoun usage, and verb conjugation. By strengthening these fundamentals, santri is expected to reduce errors caused by an incomplete understanding of the rules of the language. Furthermore, intensive training is essential to correct existing errors. This training should involve various methods, ranging from written exercises to conversations, to ensure that santri not only understands the theory but can also apply it in practice. Interactive teaching materials and simulated conversations can speed up learning and provide constructive feedback. Finally, a crucial step is motivating santri to be more confident in applying Nahwu (the science of grammar) and Shorof (the science of morphology). Self-confidence can improve their Arabic language skills, making them more courageous in using Arabic in daily conversations. By providing encouragement and support, students will feel more motivated to practice and improve their language skills. Overall, this approach aims to address language errors and build a strong foundation for better Arabic language skills in the future.

### **D. Conclusion**

In Darul Amanah Kendal Islamic boarding school, Arabic is very important because it is the main language in learning activities and daily communication. However, in this study, researchers found errors in pronunciation and grammar which can hinder understanding in communication. For this reason, efforts to overcome Arabic stylistic errors in daily conversation at Darul Amanah Kendal Islamic Boarding School include increasing mastery of Arabic language rules, intensive training, and motivating students to be more confident in applying Nahwu Shorof. Arabic language learning activities at the Darul Amanah Kendal

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Islamic Boarding School are very helpful for students and teachers in correcting Arabic language errors in daily conversation; the kinds of learning activities in the Draul Amanah Kendal Islamic Boarding School are a. Mufradat, b. Muhasabah, c. Muhadharah, d. language classes, e. Uslub. With Arabic language learning, the students have more time to learn Arabic. For example in Mufradat activities, this Mufradat activity can help students increase their Arabic vocabulary because, in this Mufradat activity, the students are required to add Mufradat at least two Mufradat in one day and then deposit it with the language section every two weeks. In addition, there is also Muhadharah in this activity. The students can add Arabic speaking skills with more confidence and fluency in using Arabic; they are also trained to express what is in their minds in Arabic. Moreover, the teachers can also evaluate the students' Arabic language mistakes through these Arabic language learning activities.

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