



Phonological Errors in Students' Reading of Arabic Texts: Evidence from IV Grade Learners at Madrasah Diniyah Takmiliyah Tarbiyatul Aulad, Sumenep

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Abstract

Difficulties in accurately pronouncing Arabic sounds remain a common challenge for beginner learners, particularly in reading Arabic texts. Inadequate mastery of Arabic phonological features often leads students to produce various pronunciation errors that may hinder their reading proficiency and overall language development. This study aims to investigate phonological errors in students' Arabic text reading and to identify the factors contributing to these errors. The research employed a qualitative approach with a descriptive research design. Data were collected from IV grade students of Madrasah Diniyah Takmiliyah Tarbiyatul Aulad Sumenep through observations and analysis of students' reading performances. The findings reveal several forms of phonological errors in students' reading of Arabic texts. These include consonant mispronunciations, particularly those involving throat and tongue articulation; vowel-related errors such as vowel omission, vowel substitution, and inaccurate distinction between short and long vowels; diphthong errors; gemination (double consonant) errors; and assimilation errors. Furthermore, the study identifies two main categories of factors contributing to these language errors: linguistic and non-linguistic factors. Linguistic factors are associated with students' limited understanding of Arabic phonological rules, while non-linguistic factors include low interest and motivation in learning Arabic as well as limited opportunities to practice the language in their learning environment. The findings of this study highlight the importance of strengthening phonological awareness and providing more intensive pronunciation practice in Arabic language instruction to improve students' reading competence.

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Introduction

Reading is a fundamental skill that should be developed from an early stage of learning (Cervetti & Pearson, 2023). Burns argues that reading ability is a vital competence in an educated society. For this reason, every language teacher must understand that reading is a complex and multifaceted skill that involves a series of smaller, interrelated abilities (Ciampi et al., 2022). Mastery of reading skills plays an essential role in language acquisition, as it allows learners to access information, interpret meaning, and develop broader linguistic competence.



The development of reading skills generally begins with learning the sound system of a language, followed by vocabulary acquisition and an understanding of sentence structures. Reading skills encompass two fundamental aspects (Feitelson & Bus, 1993). The first involves transforming written symbols into sounds, while the second refers to comprehending the meaning conveyed through the combination of written symbols and their corresponding sounds (Khomsah & Imron, 2020). Effective reading, therefore, requires a solid understanding of phonological principles, which serve as a foundation for further language learning processes.

Within the field of linguistics, the study of language sounds is known as phonology. Phonology is a branch of linguistics that examines the sound system of a language and its functional role in communication (Bermúdez-Otero & Honeybone, 2006). Kridalaksana defines phonology as the branch of linguistics that investigates speech sounds based on their linguistic functions (Gani & Arsyad, 2019). The sounds referred to in this context are spoken utterances. Accurate and appropriate pronunciation enables listeners to clearly understand the intended message. Precise articulation of sounds is therefore essential, as mispronunciation can alter the meaning conveyed by the speaker.

Language learning inevitably involves various challenges (Nguyen et al., 2015). Language learning problems can generally be categorized into two major groups such as linguistic and non-linguistic problems. Linguistic problems relate directly to the structure and system of the language itself, whereas non-linguistic problems involve external factors that influence the learning process. Non-linguistic factors may include learners' motivation, learning facilities, teaching methods, learning time, and the overall learning environment.

Differences in students' educational and linguistic backgrounds also represent a common challenge in the process of teaching Arabic in schools. Linguistic problems refer to difficulties directly related to the language system encountered by learners (Mohammad Zaki & Rahmat Linur, 2022). These problems may involve aspects such as phonology, morphology, syntax, and semantics (Bermúdez-Otero & Börjars, 2006). One prominent issue frequently identified in Arabic language learning is related to *ashwāt 'arabiyyah*, or the sound system of Arabic. For novice learners, Arabic letters and their phonetic characteristics are often difficult to master and require considerable time and practice. Indonesian learners, in particular, often experience difficulties in pronouncing certain Arabic phonemes due to differences between the Arabic and Indonesian sound systems. As a result, learners frequently substitute Arabic phonemes with similar sounds found in their native language (Zaki, 2022).

Phonological errors were also observed in one of the schools where the researcher conducted field observations during the Teaching Practice Program. The observations were carried out among IV grade students at Madrasah Diniyah Takmiliyah Tarbiyatul Aulad Sumenep. The findings indicated that students' Arabic reading ability was relatively low. Many students read Arabic texts hesitantly, struggled to distinguish



between letters with similar shapes and pronunciations, and frequently made mistakes in distinguishing between long and short vowel sounds.

The correct application of linguistic rules, particularly phonological rules, plays a crucial role in ensuring that spoken language can be clearly understood by listeners (Brehm, 2023). Accurate phonological awareness is equally important in reading skills, as it helps learners pronounce Arabic letters correctly according to the written form. For this reason, this study seeks to analyze the forms of phonological errors found in the Arabic reading skills of IV grade students at Madrasah Diniyah Takmiliyah Tarbiyatul Aulad Sumenep .

Literature Review

Reading Skills

Reading is essentially a complex activity that goes beyond merely pronouncing written symbols (Yukselir, 2014). It involves multiple cognitive processes, including visual recognition, thinking processes, psycholinguistic mechanisms, and metacognitive strategies (Panigoro & Saputera, 2020). The visual aspect of reading refers to the process of translating written symbols, such as letters and words, into spoken language. Reading as a cognitive activity includes several stages, such as word recognition, literal comprehension, interpretation, critical reading, and creative understanding. Consequently, reading can be understood as a multifaceted activity that involves recognizing written symbols, articulating them accurately, and comprehending the meaning conveyed within a text at a particular level of understanding (Abdurochman, 2017).

Effective reading ability is closely related to learners' mastery of the phonological system of the language being learned. Accurate pronunciation of sounds enables readers to correctly decode written texts and understand their meaning. Insufficient phonological awareness may hinder the reading process, particularly in foreign language learning contexts where learners are required to recognize unfamiliar sound patterns.

Analysis of Arabic Phonological Errors

Language errors refer to linguistic forms that deviate from grammatical rules or are interpreted as incorrect by speakers or listeners of the language (McDonald, 2006). Ellis, as cited in Gufron (2015), proposes five steps in error analysis: collecting error samples, identifying errors, describing errors, classifying errors, and evaluating errors. These procedures are commonly used to examine language learning difficulties and to identify patterns of errors produced by learners.

Phonology is a branch of linguistics that studies the organization and sequence of speech sounds within a language system (Schreuder et al., 2009). Etymologically, the term phonology derives from the word phone, meaning sound, and logos, meaning study. Based on the hierarchy of sound units, the object of phonological study can be divided into two main areas: phonetics and phonemics (Faznur & Nurhamidah, 2020). Phonetics is generally defined as the branch of phonology that studies speech sounds without considering their function in distinguishing meaning (Cole, 2009). Phonemics,

on the other hand, focuses on the functional aspects of sounds as units that differentiate meaning in a language (Amrulloh, 2017).

Phonological errors refer to deviations from the phonological rules of a language in the production of speech sounds (Romani et al., 2011). These errors may occur in both segmental and suprasegmental aspects of speech. Segmental errors involve individual speech sounds, such as consonants (al-aṣwāt al-ṣāmitah) and vowels (al-aṣwāt al-layyinah). Suprasegmental errors involve features that extend beyond individual sounds, including stress (al-nabr), juncture or pause (al-waqfah), and pitch or intonation (ṭabaqat al-ṣawt) (Petroi et al., 2020). These phonological components play a crucial role in ensuring accurate pronunciation and intelligibility in spoken language.

Method

Research Design

This study employed a qualitative field research design using a descriptive approach. The research focused on collecting empirical data directly from the natural learning environment in order to examine phonological errors produced by students when reading Arabic texts. A qualitative descriptive design was considered appropriate because the study aimed to provide a systematic and factual description of the types of phonological errors and the factors influencing them. The research did not involve experimental manipulation; instead, students' reading performances were observed and analyzed in their natural classroom context.

Participant (Subject) Characteristics

The participants of this study were IV grade students of Madrasah Diniyah Takmiliyah Tarbiyatul Aulad Sumenep. The selection of participants was based on their involvement in Arabic language learning, particularly in reading Arabic texts. All participants were actively enrolled in the Arabic language course during the period of data collection. The study focused on students who demonstrated varying levels of reading ability in order to obtain a comprehensive understanding of phonological errors occurring in the learning process.

Data Collection and Analysis

Data were collected through classroom observation, reading performance recordings, and interviews. Classroom observations were conducted to examine students' engagement and participation during Arabic language learning activities. Reading performance recordings were used to capture students' pronunciation while reading Arabic texts, enabling the researcher to identify phonological errors accurately. Interviews were also conducted to obtain additional information regarding students' learning experiences and the factors that influence their reading ability.

The data analysis was conducted through several systematic stages. First, the researcher carefully listened to the recordings of students' reading performances while reviewing observation notes taken during the data collection process. Second, phonological errors produced by the students were identified and documented. Third, each sound produced by the students was analyzed according to the phonological rules



of the Arabic language. Fourth, the identified errors were classified into several categories, including vowel errors, consonant errors, and other phonological deviations, with consideration given to both phonetic and phonemic aspects. Fifth, corrections were proposed for Arabic words or phrases that did not conform to the appropriate phonological rules. The researcher interpreted the findings and presented them descriptively to provide a comprehensive understanding of the phonological errors identified in students' reading of Arabic texts.

Result and Discussion

The findings of this study focus on two main aspects: (1) the forms of phonological errors in the Arabic text reading skills of IV grade students at Madrasah Diniyah Takmiliah Tarbiyatul Aulad Sumenep , and (2) the factors contributing to these phonological errors. Data were collected through a reading test in which students were asked to read Arabic texts aloud individually. During the reading activity, the researcher carefully documented the phonological errors produced by the students. In addition, the reading performances were audio-recorded to ensure the accuracy of the analysis and to provide supporting evidence for the findings.

The participants in this study consisted of 40 IV grade students. Twenty students were assigned to read Text 1, while the remaining twenty students read Text 2. From the analysis of the recorded readings, the researcher identified a total of 511 phonological errors produced by the students. These errors were then categorized according to their phonological characteristics.

Table 1, errors type of IV grade students

Error Type	Frequency	Percentage
Vowel errors	156	30.53%
Single consonant errors	269	52.64%
Geminated consonant (tasydid) errors	17	3.33%
Diphthong errors	7	1.37%
Definite article assimilation (al-) errors	18	3.52%
Mixed errors	44	8.61%
Total	511	100%

The data indicate that the most frequent errors occurred in the pronunciation of single consonants, accounting for more than half of the total errors identified. This finding suggests that students experience considerable difficulty in producing certain Arabic consonant sounds accurately when reading texts.

Phonological Error Analysis

The analysis focused on distinguishing between phonemic errors, which affect meaning, and phonetic deviations that do not significantly alter meaning. Most of the

errors identified in this study fall within the category of segmental phonological errors, particularly those related to consonants and vowels.

Consonant Errors

In Arabic phonology, the articulation points (makhārij al-ḥurūf) are traditionally classified into five groups: the oral cavity (al-jauf), the throat (al-ḥalq), the tongue (al-lisān), the lips (al-shafatān), and the nasal cavity (al-khayshūm) (Ni'mah et al., 2021). The present study mainly identified errors occurring in two articulation groups: the throat and the tongue. These two categories accounted for the majority of consonant mispronunciations found among the students.

Errors in Throat Consonants

Several students experienced difficulty distinguishing between consonants articulated in the throat. One of the most common errors involved the confusion between the consonants /ʕ/ and /ع/, which share similar articulatory characteristics (Alfianor, 2022). Although both sounds originate from the throat, they differ in their exact points of articulation. The consonant /ʕ/ is produced at the lowest part of the throat, while /ع/ is articulated in the middle part of the throat (Amrina et al., 2022).

An example of this error occurred when a student read the phrase:

فِي الْمَدْرَسَةِ الثَّانَوِيَّةِ الْإِسْلَامِيَّةِ مَعَارِفَ

The student pronounced the word مَعَارِفَ incorrectly by replacing the phoneme /ع/ with /ʕ/. Such substitution changes the phonemic structure of the word and potentially alters its meaning. The difficulty in producing the consonant /ع/ can be explained by the fact that this sound does not exist in the Indonesian phonological system. Consequently, beginner learners often struggle to pronounce it correctly.

Another common error involved the confusion between /ح/ and /خ/. For instance, in the sentence:

وَجُسُورُ السِّيَارَاتِ عَلَيْهَا تَمُرُّ أُخْرَى

some students pronounced أُخْرَى as أُخْرَى, substituting /خ/ with /ح/. Although both sounds originate from the throat region, they differ in their articulatory properties. The consonant /ح/ is a pharyngeal sound produced in the middle of the throat, whereas /خ/ is articulated closer to the upper throat and involves friction between the tongue and the soft palate. Such similarities often lead learners to confuse the two sounds.

Errors in Tongue Consonants

Another group of errors occurred in consonants articulated by the tongue. One notable example involved the confusion between /ق/ and /ك/. This error was observed when a student read the sentence:

أَبِي مُدَرِّسٌ فِي الْمَدْرَسَةِ الثَّانَوِيَّةِ الْإِسْلَامِيَّةِ الْحُكُومِيَّةِ الثَّانِيَةِ بِجَاكَرَتَا الشَّرْقِيَّةِ

The word الشَّرْقِيَّةِ was mispronounced as الشَّرْكِيَّةِ. Such substitution changes the meaning of the word, as الشَّرْقِيَّةِ means “eastern,” while الشَّرْكِيَّةِ refers to “polytheistic.” The consonant /ق/ is produced at the back of the tongue near the uvula, whereas /ك/ is articulated slightly forward at the soft palate. Because the two sounds share similar articulation areas, students frequently confuse them during reading.

Vowel Errors

In addition to consonant errors, several students produced errors related to vowel pronunciation. One example involved the word نَأْكُلُ in the sentence:

وَنَأْكُلُ فِي غُرْفَةِ الْأَكْلِ

Some students changed the final vowel /u/ into /a/, resulting in نَأْكَل. This type of error is not only phonological but also related to grammatical accuracy, particularly in the context of i'rāb. The correct pronunciation should maintain the vowel /u/ because the verb functions as a present tense verb (fi'il muḍāri') in an indicative form.

Diphthong Errors

Diphthongs represent vowel combinations in which the tongue position changes during articulation. In Arabic, diphthongs commonly occur when the consonants و and ي follow the vowel /a/. The study identified several diphthong-related errors, including the transformation of diphthongs into long vowels, the conversion of long vowels into diphthongs, and the omission of diphthong elements.

For example, in the sentence:

نُشَاهِدُ أَنْوَاعَ الْوَسَائِلِ الَّتِي تَقُومُ بِتَوْفِيرِهَا

some students altered the vowel structure in تَوْفِيرِهَا, resulting in an incorrect pronunciation that replaced the diphthong element with a long vowel. Such errors demonstrate students' limited familiarity with Arabic vowel patterns.

Factors Contributing to Phonological Errors

The findings suggest that the phonological errors observed in this study are influenced by both linguistic and non-linguistic factors.

Linguistic Factors

Each language possesses its own phonological system and distinctive sound patterns. Arabic includes several phonemes that do not exist in Indonesian, such as ث, خ, ذ, ض, ص, ط, ظ, ع, غ. For learners whose native language lacks these sounds, accurate pronunciation requires considerable practice and exposure. Furthermore, certain Arabic letters have similar visual forms, which may create additional challenges for beginners attempting to distinguish them during reading.

Non-Linguistic Factors

Non-linguistic factors include internal, external, and environmental influences. Internal factors relate to students' motivation, learning interest, and confidence when reading Arabic texts. Many students demonstrated limited enthusiasm for practicing Arabic reading outside the classroom, which reduced their opportunities to improve pronunciation. External factors involve physical and intellectual conditions affecting students' learning performance. Some students reported fatigue after school because they helped their families with agricultural activities or participated in organizational activities. Such conditions may reduce their concentration during lessons. Environmental factors also played a role. The school does not currently have a language laboratory, which could otherwise support pronunciation practice and listening activities. In

addition, the limited time allocation for Arabic lessons (only two class hours per week) restricts students' opportunities to develop their reading skills.

Implications for Improving Students' Phonological Accuracy

Based on the analysis of errors and their underlying causes, several strategies may help improve students' phonological accuracy. Students should be encouraged to develop stronger motivation for learning Arabic and to practice reading more frequently while paying close attention to correct pronunciation. Regular practice and careful reading can significantly reduce phonological errors. Teachers play a crucial role in motivating students and designing engaging learning activities that promote active participation. Providing corrective feedback and guiding students in recognizing pronunciation errors can also enhance their phonological awareness. At the institutional level, the school could support Arabic learning by providing additional facilities such as a language laboratory or extracurricular activities related to Arabic language practice. Such initiatives may help create a more supportive learning environment and improve students' proficiency in reading Arabic texts.

Conclusion

This study reveals that IV grade students at Madrasah Diniyah Takmiliyah Tarbiyatul Aulad Sumenep experience several phonological difficulties when reading Arabic texts. The identified errors include consonant errors vowel errors, diphthong errors, and errors in the use of the definite article (al-). These phonological errors are influenced by both linguistic and non-linguistic factors. Linguistic factors mainly arise from differences between the Arabic and Indonesian sound systems, including Arabic phonemes that have no equivalents in Indonesian, similarities in the shapes of Arabic letters, and the distinction between long and short vowels. Non-linguistic factors include students' low motivation and limited practice in reading Arabic texts, lack of confidence, physical fatigue, diverse educational backgrounds, as well as limited learning facilities and instructional time. These findings indicate that improving students' phonological awareness and providing more intensive pronunciation practice are essential for enhancing their Arabic reading proficiency.

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