A CASE STUDY ON LINGUISTIC ERRORS IN ARABIC LANGUAGE LEARNING AT STATE ISLAMIC SENIOR HIGH SCHOOL (MAN) INSAN CENDEKIA BATAM CITY

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ABSTRACT

This study investigates linguistic errors in Arabic language learning among students at State Islamic Senior High School Insan Cendekia Kota Batam through an ethnographic approach. The research addresses challenges faced by non-native learners, particularly in phonology, morphology, and syntax. The study aims to identify types of errors, analyze their causes, and explore institutional responses. Data were collected through classroom observation, interviews with students, teachers, and administrators, and analysis of teaching materials and student work. Findings reveal frequent errors in the pronunciation of Arabic phonemes such as /ث/, /ذ/, and /ع/, incorrect verb conjugation, and flawed sentence structures. These are primarily caused by first language interference, limited prior exposure to Arabic, lack of structured morphology instruction, and constrained practice time due to tight academic schedules. Arabic instruction tends to be vocabulary-centered, often reducing learning to memorization. The study concludes that a more communicative, contextual, and skill-oriented approach is needed in non-pesantren Islamic schools to improve Arabic proficiency.

Keywords: *Arabic Education, Error Analysis, Linguistic Interference, Phonology,*
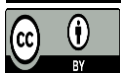
Introduction

Arabic Language Learning in Indonesia, particularly within the madrasah environment, often faces challenges related to linguistic errors made by students. These errors span various linguistic domains, including phonology, morphology, syntax, seState Islamic Senior High Schooltics, and pragmatics. Such mistakes can affect students' comprehension and proficiency in Arabic, ultimately impacting the quality of learning (Audina et al., 2023; Ma'ruf & Mathoriyah, 2024; Suharto & Fauzi, 2017).

Students' errors in Arabic learning are frequently influenced by interference from their native language on Arabic structure and usage (Kalimutu, 2016; Najah et al., 2022). According to Habibi, errors in Arabic writing are common, especially related to letter forms and incorrect positioning (Habibi, 2018). To minimize such errors, teachers have implemented various strategies, such as the use of Discovery Learning, which has proven effective for teaching *Imla'* by improving students' understanding of the material (Ardyansyah & Fitriani, 2020). Regarding grammatical errors, the use of Al-Tadrībāt al-Lughawiyyah is considered appropriate when tailored to students' proficiency levels and learning development, as it enhances grammatical understanding (N. Hula, 2020).

At Pondok Modern Darussalam Gontor, a language unit was established to address language errors, showing significant success even at the beginner level. This unit organizes language enhancement programs like simple Arabic conversations to express emotions, language competitions to boost speaking confidence, and games to encourage enjoyable Arabic communication (Vetiana., 2019).

In addition, Asbarin et al. emphasize the importance of using textbooks and learning resources based on language acquisition principles to reduce linguistic errors (Asbarin et al., 2022). Nurkholis highlights the need for teachers to analyze student language errors to improve instructional effectiveness (Nurkholis, 2018). Such analysis helps in sequencing content appropriately, identifying areas needing more focus, designing targeted remedial strategies, and selecting relevant evaluation items to assess students' linguistic competence accurately.

Other efforts to improve Arabic language learning and address linguistic errors include teacher training, adopting varied teaching methods, increasing reading practice, providing suitable learning materials, offering extra classes, integrating technology into instruction, and conducting regular monitoring and

evaluation (Ma'ruf & Mathoriyah, 2024). The diverse nature of linguistic errors among students indicates the need for varied and context-sensitive solutions.

State Islamic Senior High School Insan Cendekia Kota Batam, as a leading educational institution, is committed to enhancing the quality of Arabic language instruction. However, various linguistic errors are still observed in practice. Therefore, in-depth research is needed to identify the types of linguistic errors, their underlying causes, and the strategies implemented to address them. Furthermore, investigating students' learning attitudes and linguistic behavior is crucial for advancing Arabic education, especially given the limited existing research in this area (Farisha et al., 2023).

Based on the above background, this study aims to identify the types of linguistic errors made by students in Arabic learning at State Islamic Senior High School Insan Cendekia Kota Batam, to analyze the factors contributing to these errors, and to examine the solutions implemented by the school to address them.

This research holds significant relevance for Arabic language education in Indonesia, particularly in madrasah settings. By understanding the types of errors and their causes, effective solutions can be devised to improve instructional quality. Additionally, the findings may serve as a reference for future studies on Arabic language teaching in Islamic schools.

Several prior studies have examined linguistic errors in Arabic learning. For instance, Walfajri at IAIN Metro found three main types of student errors in Arabic conversation: pronunciation, morphology (*sharaf*), and grammar (*nahwu*). Pronunciation errors most commonly occurred with /ع/ ,/ث/ ,/ض/, and /ذ/. In *sharaf*, students often made mistakes in conjugating *fi'il māḍī* and *mudāriʿ*, while *nahwu* errors typically involved *muḍāf–muḍāf ilayh*, *naʿt–State Islamic Senior High Schoolʿūt*, and *jar–majrūr* structures (Walfajri, 2018). Pronunciation errors were influenced by other languages, while *sharaf* and *nahwu* mistakes stemmed from within the Arabic system itself.

Zulfa studied phonological errors in reading Arabic texts among Grade V students at MI Baiquniyyah, revealing issues with vowels, consonants, and pronunciation of specific letters (Zulfa, 2023). Fitria, Maliyanah, and Sabila identified errors involving incorrect gender use, pronouns, phrases, and poor word choices, attributed to factors such as an uncomfortable classroom environment, lack of focus on lessons, and students' inability to respond to questions (Ahmad Solkan, 2021; Fitria et al., 2024).

Ibrahimi, Sek, and Nasaruddin examined errors in using *fiʿl mutaʿaddī bi ḥurūf al-jarr* among Indonesian Arabic learners, noting causes such as limited understanding of Arabic rules, native language influence, and psychological factors like laziness or haste (Zaky Ibrahimi & Mustain. Nasaruddin., 2023). Meanwhile, Diana, Syukur, and Wargadinata found that daily Arabic conversation errors among students at Raudlah al-Lughah al-'Arabiyyah in Sumenep, Madura, were due to native language interference and insufficient comState Islamic Senior High Schoold of Arabic as a second language (Diana et al., 2023).

These studies demonstrate that linguistic errors in Arabic learning are complex and influenced by various factors. However, no research has specifically investigated these issues at State Islamic Senior High School Insan Cendekia Kota Batam using an ethnographic approach. Therefore, this study seeks to fill that gap and contribute to the development of Arabic language instruction in madrasahs.

This research adopts a case study approach to understand linguistic errors within the social and cultural context of students at State Islamic Senior High School Insan Cendekia Kota Batam. This approach enables the researcher to engage directly in classroom activities and students' social interactions, allowing for richer and more contextual data collection. In this framework, linguistic errors are viewed not merely as individual cognitive issues but as phenomena shaped by social, cultural, and educational factors. Thus, it is essential to study these errors through a holistic and contextual perspective.

Research Method

This study employs a qualitative approach with a case study research design to examine linguistic errors made by students in Arabic language learning at State Islamic Senior High School (MAN) Insan Cendekia Kota Batam. The case study approach was selected because it allows the researcher to gain an in-depth understanding of the social and cultural realities surrounding students' use of Arabic in an educational context. The main focus of this study is to identify the types of linguistic errors, understand their underlying causes, and explore the solutions implemented by the school.

The study population includes all students enrolled in Arabic language classes at MAN Insan Cendekia Kota Batam during the 2024/2025 academic year. The sampling technique used is purposive sampling, targeting students across

different grades (X, XI, and XII) who actively participate in Arabic classes and demonstrate diverse language performance. In addition to students, key informants include Arabic language teachers, the language program coordinator, and the school principal.

Data collection was conducted over a three-month period, from October to December 2024, using three primary techniques: participant observation, in-depth interviews, and document analysis. The researcher was directly involved in classroom activities, both as an observer and participant, to capture students' natural use of Arabic in various contexts such as classroom interaction, group work, and informal conversations.

In-depth interviews were conducted with twelve students, two Arabic teachers, one language coordinator, and the school principal. The interviews were semi-structured to allow for deeper exploration of participants' views on linguistic errors, learning challenges, and instructional strategies. All interviews were conducted with participant consent, recorded, and transcribed for further analysis.

Documentary data were collected from student outputs such as written assignments, test results, and portfolios, as well as curriculum documents and lesson plans (RPP) used by Arabic teachers. These documents provided additional insight into patterns of linguistic errors and the teaching materials employed.

Data analysis was carried out using a descriptive qualitative method, following the steps of data reduction, data display, and conclusion drawing. The researcher categorized data based on the types of linguistic errors, identified emerging patterns or trends, and linked these to relevant theories and previous research findings. Data triangulation was conducted to enhance validity by comparing findings from observations, interviews, and document analysis.

To ensure the reliability and credibility of the data, member checking was used by asking participants to verify transcript contents and preliminary interpretations. Peer debriefing was also carried out to minimize researcher bias and refine analytical interpretations. Throughout the research process, reflectivity was maintained to ensure the researcher remained aware of their role and influence during data collection and analysis.

Although the case study method provides deep contextual understanding, this research is limited in scope to one institution and geographical area. Therefore, the findings are not intended for broad generalization but may be

transferred or adapted to similar educational contexts. The clear methodological framework and detailed descriptions provided are expected to allow other researchers to replicate or adapt this approach in similar linguistic studies.

Results and Discussion

A. Linguistic Errors at MAN Insan Cendekia Kota Batam

This study identifies three main types of linguistic errors made by students at MAN Insan Cendekia Kota Batam in learning the Arabic language: phonological, morphological, and syntactic errors. Phonological errors involve the mispronunciation of Arabic letters that have specific articulation characteristics, such as the letters ذ(dhal), ث(tha), and ظ(zha), which should be pronounced by placing the tip of the tongue against the upper front teeth. In practice, these letters are often pronounced like z, t, or d, sounds more familiar in Indonesian phonology. Another common error is in pronouncing the letter ق (qaf), which should be articulated from the back of the throat but is often pronounced as k, which originates from the back of the mouth. Similarly, the letter ع('ain), which requires throat constriction, is often silent or pronounced as a normal vowel without its distinctive emphasis. Moreover, students often confuse dotted letters with similar articulation points, such as ث(tsa'), س(sa'), and ش(sya'), due to their closely related places of articulation (makhraj). Without adequate training, students tend to pronounce them inconsistently or interchangeably. These errors indicate a weakness in mastering phonological aspects, particularly related to makhraj and the intrinsic characteristics of letters.

Morphological errors are found in the improper use of word forms that do not comply with the rules of sharaf (Arabic morphology), both in forming verbs (fi'il) and nouns (ism). A common error is incorrect verb conjugation based on the subject and tense. For instance, students use akala (أكل) to mean "let's eat together," which should be na'kulu (نأكل); they use darasa (درس) for "she is studying," which should be tadrusu (تدرس); and they say zahaba (ذهب) to mean "I want to go," when they should use the future tense first-person form adhhabu (أذهب). Similarly, in noun formation, students often mix singular and plural forms or use incorrect patterns. For example, maktab (مَكْتَب), meaning "desk," is sometimes incorrectly pluralized as maktabūn, whereas the correct broken plural form is makātib (مَكَاتِب), following the jam' taksīr (irregular plural) pattern.

Syntactic errors are evident in the incorrect use of prepositions (harf jar). For example, some students use fi (في), meaning "in," where they should use ila

(إلى), meaning "to," such as saying fi al-madrasah (in the school) when they intend to express direction as in ila al-madrasah (to the school). Errors also occur in sentence word order. Many students construct sentences following Indonesian word order, placing the subject before the verb (ism before fi'il), whereas Arabic verbal sentences typically begin with a verb. For instance, أحمد يكتب الرسالة (Ahmad writes a letter) would be more appropriately structured in Arabic as يكتب أحمد الرسالة.

B. Factors Contributing to Linguistic Errors at MAN Insan Cendekia Kota Batam

This research finds that students at MAN Insan Cendekia Kota Batam face various linguistic errors in Arabic learning, which can be categorized into three main aspects: phonological, morphological, and syntactic errors. These errors are rooted in students' educational backgrounds, the teaching approach applied at the school, as well as time and strategy limitations in the learning process.

Firstly, in terms of phonology, although Arabic learning at MAN Insan Cendekia Kota Batam is oriented toward speaking proficiency and using Arabic as a means of communication, many students still struggle with correct pronunciation. This difficulty is primarily due to the fact that most students come from general junior high schools with no prior exposure to Arabic. As a result, they lack a solid foundation in the distinctive sounds and pronunciation of Arabic letters, especially those requiring specific makhraj. Additionally, the school's teaching tends to emphasize vocabulary acquisition and usage in speaking contexts. However, for many students, this is understood merely as a "vocabulary recitation task," without recognizing that phonological mastery is a crucial part of speaking ability. The lack of systematic phonetic practice and absence of specific articulation training programs are major factors behind students' weak phonological skills.

Secondly, morphological errors in Arabic learning at MAN Insan Cendekia Kota Batam stem from the absence of a dedicated sharaf curriculum. Unlike pesantren-based institutions, MAN Insan Cendekia does not allocate a specific subject for sharaf. Morphological analysis is only briefly embedded within the Arabic language course, and even then, with minimal time and content depth. The lack of dedicated practice sessions focusing on verb and noun transformations means students are not accustomed to actively identifying and applying morphological patterns. As a result, they struggle to form verbs

according to tense (past, present, imperative) or construct plural forms correctly. Hence, students' limited understanding and skills in morphology are mainly due to the curriculum structure and teaching methods that fail to provide sufficient room for practical sharaf reinforcement.

Thirdly, in syntax, students still frequently make mistakes in structuring sentences according to Arabic grammatical rules. Although the learning process is interactive and bidirectional, the school's tight academic schedule and student activities limit the time available for syntax practice with teachers. This limitation reduces students' opportunities to build and test their sentence construction skills through direct practice. Consequently, many students tend to apply sentence structures that resemble Indonesian, making mistakes in using syntactic elements such as prepositions, subject-verb order, and other grammatical constructions. These errors are not simply due to a lack of knowledge but also the limited intensity of instructional support to build syntactic skills consistently.

In summary, linguistic errors among students at MAN Insan Cendekia Kota Batam are caused by a combination of non-uniform educational backgrounds, a curriculum that lacks structural linguistic content, and insufficient time and space for intensive practical training. Therefore, a more responsive teaching strategy is needed, such as the integration of phonetic training, contextual morphological instruction, and syntactic exercises based on communicative practice to help students develop comprehensive and effective Arabic language skills.

C. Solutions to Address Linguistic Errors at MAN Insan Cendekia Kota Batam

The study found that several solutions have been implemented or designed by teachers and the school to address students' linguistic errors in Arabic learning at MAN Insan Cendekia Kota Batam. These solutions were identified through classroom observations, interviews with Arabic teachers, and documentation of learning activities.

In the phonological aspect, Arabic teachers have begun focusing lessons on enhancing speaking skills and correct pronunciation. One approach is providing pronunciation practice sessions for difficult letters at the beginning of each class. Teachers also use supporting media such as makhraj pronunciation videos and native speaker audio recordings to train students' ears to distinguish similar sounds. These exercises are especially prioritized for new students who lack an Arabic background from previous schooling.

In the morphological aspect, while sharaf material is not taught as a standalone subject due to the curriculum structure, it is embedded in regular Arabic classes. Some teachers take the initiative to develop additional practice worksheets containing verb conjugation and plural form exercises, though their implementation time is limited. In addition, some teachers relate sharaf material to vocabulary use in conversational contexts, although this has not yet been consistently implemented across all classes.

In terms of syntax, the learning process is interactive, allowing students to ask questions and attempt sentence construction. However, due to the dense school schedule, students have limited opportunities to practice directly in class. As an alternative, Arabic teachers assign practical tasks such as writing sentences or creating simple dialogues in Arabic, which are submitted via class WhatsApp groups. The findings also reveal initiatives to introduce project-based learning, such as assignments to create Arabic conversation vlogs, which have proven effective in raising students' awareness of correct syntactic structures.

Overall, field data shows that efforts to address students' linguistic errors are carried out through integrating phonetic learning, embedding morphological content in regular lessons, and using time and technology to expand syntactic practice beyond regular class hours.

Discussion

Findings of this study indicate that linguistic errors in Arabic language learning at MAN Insan Cendekia Kota Batam encompass three main areas: phonology, morphology, and syntax. These errors consistently appear in student learning interactions and have been addressed through various remedial efforts by teachers and school administrators. From a theoretical perspective, these findings align with the views of Audina et al., Ma'ruf and Mathoriyah, and Suharto and Fauzi, who affirm that errors in Arabic language learning at madrasahs are inherently complex and span multiple linguistic aspects (Audina et al., 2023; Ma'ruf & Mathoriyah, 2024; Suharto & Fauzi, 2017). These errors not only disrupt semantic understanding but also affect students' overall language skills.

In the area of phonology, students' mispronunciation of distinctive letters such as /ذ/, /ث/, and /ظ/ indicates that the phonological system of their mother tongue still heavily influences their articulation of Arabic. This supports the opinions of Kalimutu as well as Najah, Qomariyah, and Deviana, who emphasize

the strong influence of mother tongue interference on the acquisition of Arabic phonological structure (Kalimutu, 2016; Najah et al., 2022). In response, teachers at MAN Insan Cendekia Kota Batam have taken the initiative to provide makhraj (articulation point) training and use audiovisual media as pronunciation aids. This solution aligns with the Discovery Learning approach, which, according to Ardyansyah and Fitriani, is effective in strengthening phonetic understanding and improving students' memory of Arabic letter forms and sounds (Ardyansyah & Fitriani, 2020).

In the morphological aspect, it was found that students struggle to form fi'il (verbs) and ism (nouns) according to sharaf (Arabic morphological rules). Limited time and the absence of a dedicated sharaf subject in the curriculum are major contributing factors. This reinforces N. Hula's view that morphological practice must be tailored to students' capabilities and stages of learning (N. Hula, 2020). When morphology is only superficially integrated into lessons, mastery of basic concepts such as tashrif fi'il (verb conjugation) and plural formation becomes weak. Therefore, the initiative of some teachers to include morphological exercises in supplementary worksheets represents an adaptive response to curriculum limitations that deserves recognition.

In terms of syntax, students often make mistakes in word order and the use of harf jar (prepositions). A packed academic schedule leaves students with little time for active sentence construction practice. This aligns with Walfajri's findings, which note that errors in the use of nahwu (Arabic syntax) structures often stem from a lack of practical training (Walfajri, 2018). To address this, teachers use digital platforms to assign project-based tasks such as journal writing or creating dialogue videos. This strategy is similar to practices at modern pesantren like Darussalam Gontor, where, as Vetiana describes, language enhancement units provide students with opportunities for active practice and expression through enjoyable activities such as language games and competitions (Vetiana., 2019).

Overall, the solutions implemented at MAN Insan Cendekia Kota Batam reflect a serious effort to address students' linguistic errors through contextual and needs-based approaches. These findings support Nurkholis's argument that language error analysis can help teachers determine material sequencing, improve remedial strategies, and design assessments tailored to student competencies (Nurkholis, 2018). Furthermore, the use of technology in teaching and the assignment of project-based tasks demonstrate the adoption of modern

teaching strategies, as recommended by Asbarin et al. and Ma'ruf and Mathoriyah (Asbarin et al., 2022; Ma'ruf & Mathoriyah, 2024).

However, observations and interviews revealed limitations in implementation due to structural and cultural factors, such as a crowded curriculum, insufficient time for intensive practice, and students' perception of Arabic as limited to vocabulary memorization. This highlights the importance of a holistic approach, as suggested by Farisha, Fahri, and Al-Ghifari, which involves understanding students' linguistic errors from social and cultural perspectives—not merely as technical language mistakes (Farisha et al., 2023).

Thus, this discussion shows that the efforts made by MAN Insan Cendekia Kota Batam are heading in the right direction, but still require strengthening in terms of learning strategies, curriculum integration, and the provision of sufficient time and space for students to practice actively and communicatively in using Arabic.

This research provides several important implications for the development of Arabic language education, especially in high-performing Islamic schools such as MAN Insan Cendekia Kota Batam.

First, the findings highlight the need to shift the focus of Arabic language instruction from mere vocabulary memorization to enhancing students' communicative competence. Therefore, Arabic teachers should emphasize the practical and functional aspects of the language in everyday activities—not just theoretical knowledge. This includes intensive pronunciation training, familiarization with correct sentence structures, and vocabulary usage in real-life contexts.

Second, the study underscores the importance of improving teaching methods through more interactive, communicative, and contextual approaches. The use of digital media—such as pronunciation videos, interactive applications, and online learning platforms—has proven helpful in addressing linguistic errors. The implementation of Discovery Learning and project-based activities like Arabic-language vlogs or daily journals can serve as strategic alternatives.

Third, given the limited formal study time in the madrasah, a more systematic push is needed to encourage students to actively practice speaking and writing Arabic outside of class hours. The school could consider establishing a language unit or extracurricular program focused on intensive language practice, similar to models adopted in several modern pesantren.

Fourth, it is crucial for teachers to regularly conduct linguistic error analysis to design instructional materials that are better aligned with student needs and abilities. The results of this analysis can be used to design remedial strategies, determine instructional priorities, and develop more accurate and adaptive assessments based on student progress.

By integrating these implications into the instructional system, it is expected that students' Arabic proficiency can improve significantly—particularly in the areas of phonology, morphology, and syntax.

This study does have several limitations. First, it was conducted in a single school, which may limit the generalizability of its findings to other contexts. Second, the data collected is qualitative in nature, meaning it cannot be statistically generalized. Third, time and resource constraints limited the depth of the analysis that could be performed.

Conclusion

This study reveals that linguistic errors in Arabic language learning at MAN Insan Cendekia Kota Batam are not merely the result of individual student limitations, but rather reflect systemic dynamics in the process of foreign language acquisition within a formal educational setting. Errors in the areas of phonology, morphology, and syntax highlight a gap between students' theoretical understanding and their practical ability to use Arabic actively. The contributing factors are varied, including mother tongue interference, less communicative teaching approaches, limited morphological instruction, and a lack of language practice in real-life contexts.

These findings are important because they provide a concrete picture of the challenges students face in mastering Arabic and offer a foundation for teachers and educational institutions to evaluate and design more targeted instructional strategies. The relevance of this research also lies in its contribution to encouraging the development of Arabic language teaching models that are more contextual, communicative, and aligned with students' real needs—in accordance with culture- and communication-based approaches recommended in recent literature.

Through a case study approach, this research enriches the discourse in applied linguistics in the field of Arabic language education, particularly within the context of modern madrasahs in Indonesia. The findings of this study are expected to serve as a foundation for further research with a broader scope—both methodologically and institutionally—in order to develop an Arabic language

learning system that is more effective, adaptive, and relevant to the social realities of students.

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