Language Errors in the Thesis Title of Arabic Education Students

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Abstract: One of the main problems in language acquisition is the grammatical mastery of either nahwu or sharaf, as has happened in several cases, both in formal and non-formal educational institutions. The purpose of this paper was to find language errors in the students’ thesis of Arabic Language Education Study Program which was prepared by using Arabic in UIN Prof. K.H. Saifuddin Zuhri Purwokerto. Content analysis and language error analysis based on Language Theory was used in this research that lied by Miles and Huberman. The study found that there were several forms of language errors in the morphology and syntax. Morphology is an error in grammatical arrangement. There were structure of idafiyah or compound words errors in 9 titles or 50%. Afterwards, Na’at man’ut and hal were found in 3 titles or 20%. Meanwhile, the semantics errors found that related to the use of standard words in 6 titles or 30% and the rest was related to inaccurate word choice or diction. Syntax errors in Arabic writing are very common. It has implications for several things, such as professionalism or the ability to master one form of expertise in Arabic other than qira’ah or kitabah.

Keywords:
Morphology; Kitabah; Syntax; Professionalism

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Introduction

This study aimed to analyze the form of language errors in the student thesis of the Arabic Language Education Department in UIN Prof. K.H. Saifuddin Zuhri Purwokerto. The urgency of this research was to analyze language errors and to provide solutions to the problem of Arabic errors, especially in the title of the thesis for several reasons, first; the title of the thesis is a realm that is easy to find, secondly; masdar is used frequently in the thesis title. The main titles become clear and easy references to find language weaknesses. Theoretically, this research contributed to develop a theory of language error analysis. Practically, this research contributed to overcome the problems in Arabic learning, especially in using nahwu skills. Hopefully, the research would help
to establish scientific standards and principles in developing the Arabic language learning curriculum in UIN Prof. K.H. Saifuddin Zuhri Purwokerto.

In the initial observation, several errors were found in the title of the students' Arabic thesis in UIN Prof. KH Saifuddin Zuhri Purwokerto in its syntax. The title of the thesis is al-muhawalat al-mu'allim (المحاولات المعلم). It was found that there was a syntactic error in the idafah form because there is an additional letter "al" (ال) in the word muhawalat. Despite it was nahwiyyah, the correct sentence must be muhawalat al-mu'allim (مُحَاوَلاَتُ الْمُعَلِّم) which means "as an effort from a teacher". Then the syntax error in the form of an-na't wa al-man'ut can be seen in the title of the word dar al-najat al-Hadisah (دار النجاة الحديثة) where what should be dar al-Najat al-hadis without ta marbutah (دار النجاة الحديثة), which means "Modern Islamic boarding school". In the word الحديثة shows mu'annas, but it should be al-ma'had muzakkar. Then, the correct one should be which (الحديث) na't and (دار) man'ut mean "modern".

Syntax errors in hal can be seen in the word al-sanah al-dirasah (السنة الدراسية) which was found in 3 titles. The correct word must be sanata al-dirasah (سنة الدراسية) which the sanah word becomes mansub because of its position as hal. There is also an additional word (السنة الدراسية) with the addition of "ya" character. Then, it becomes a word (السنة الدراسية). Meanwhile, errors in diction or word choice that was considered to the morphological category can be seen in the words of city names that should have been standardized, at least by the authorized department at UIN Prof. K.H. Saifuddin Zuhri Purwokerto like the words "Cilacap" (تشلانشب) and "Cilongok" (تشيلوعوك). It also can be seen that language errors in the diction or the choice of
words that is not appropriate seen in the title *muqaranah musykilat al-Ta’lim al-Lugah al-’Arabiyya fi* (مقارنة مشكلة تعليم اللغة العربية في) it seems that there is a word *fi* (في), even though the title seems like a comparison. The correct particle must be added with *baina* (بين) that means "between".

Based on this condition, on the previous researches, there were similarities in language errors in Arabic. Toto Suharto and Ahmad Fauzi found some syntax errors in Arabic textbooks. Lilis Suryani found a syntactic error in *Insya’* (*na’at man’ut, idafah, and mubtada’ khabar*) in eleventh grade of Muhammadiyah 3 Tulangan. The similar case was found by Siti Maisaroh, Winaryanti in her thesis, Syaiful Rahimy Usop in his study. In the research conducted, there are similarities in the errors made such as *na’t man’ut*, and *idafah*. However, that was the difference. In this research, the study was about an error in the title of the thesis. Meanwhile, in the previous study, it is more intense and specific even in the writing of textbook. Among of the several errors in the title, there were several grammatical errors which of course, if it was examined further about the contents of the thesis, it would be very possible to find other errors. The similarity of this research with Ilzam Kamauluddin's writing was the topic about several grammatical and syntactic errors in student thesis. The difference lies in the object. Kamauluddin emphasized the aspects of thesis writing. Meanwhile, in this study focused on the title of the thesis which had a significance to be researched for the sake of improvement in the next thesis, especially on the content or methodology, and others.

However, even though the previous researches above had several similarities in research which focused on some errors in Arabic. In this study, the focus was on finding the basic errors in a research title which distinguished this research from previous studies.

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which was more advanced such as the writing *insya’* or composition of Arabic words by Suryani Lilis or the detail in the Arabic language guidebook, by Toto Suharto and Ahmad Fauzi. Another example was about the errors found in the practice of Arabic learning by Nur Wahidah. Eventually, it could be concluded that the discussion in this research emphasized on the errors in the title of the thesis which was certainly different from previous research. The similarity was in the methodology used in obtaining the results of this research.

Based on the previous researches above, the research on this topic is beneficial to be studied and analyzed further into scientific research. The title that is accurate and in accordance with the *nahwu* rules would be a determining factor in writing the content or theme according to the title. The quality of Arabic learning in UIN Prof. K.H. Saifuddin Zuhri Purwokerto became even more improved. The results of this study also really need to be continued to find the causes of errors in this language such as the pattern of lecturer guidance, the influence of graduates on the ability to write thesis titles which in accordance with the rules of Arabic writing.

**Methods**

This research was a qualitative research with library research method on language errors. The research began with an observation technique or an observational study and recording in Arabic thesis titles. The observation data was then considered to get an assessment in a multilevel scale. In this case, from 33 Arabic theses titles, 18 titles had language errors. The type of this research was library research with an approach qualitative research to analyze. There were two sources of data. First, the primary data which was the title of the thesis had been verified as many as 18 titles. Second, the secondary data that was described came from books or writings in journals related to research. Then, the supervisor and students were confirmed to get the results of the analysis.

After observations were made, the data were analyzed linguistically by Hendry Tarigan, mainly in the fields of syntax and morphology. The data analysis technique applied the opinion of Miles and Huberman in the data reduction or a summary of the

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main things. The language errors and focus on the things that are important especially errors in syntax and morphology. The next step was the presentation of qualitative data where the data was described in narrative text. The last step was drawing conclusions or verifying, which was an advanced stage that the conclusions from the data findings were drawn.

As stated above, the analysis of morphological and syntactic errors in the title of the student thesis of the Arabic Language Education Study Program is carried out in 5 stages, such as collecting, identifying errors, explaining errors, classifying, and ranking errors, and evaluating errors. To make it easier to identify these errors, the data obtained were sorted based on two things, namely (1) the Arabic word division system, (2) the Arabic sentence division system. As it is known that the division of words in Arabic includes ism, fi’il and huruf. Meanwhile, the sentences in Arabic are broadly divided into two, ismiyah and fi’liyah. To facilitate identification, classification and analysis, tabulation was used by entering words and sentences into table groups, whether they were categorized as isim, fi’il, or huruf, or as ismiyah and fi’liyah. The results of the analysis of morphological and syntactic errors in the abstracts of students of the Arabic Language Education Study Program could be analyzed further.

The data that had been collected was analyzed using qualitative analysis. Analysis of Arabic syntax errors in thesis writing was carried out by content analysis, which was a type of research method by conducting an in-depth discussion of the data through several steps belowed: (1) Identification of Errors. It is the activity of reading word for word against the thesis carefully and thoroughly, then determining errors by recording in tables and systematically arranged and also making corrections of these errors. (2) Error Classification, it is the activity of finding out the errors that have been collected from the data, then classified into the appropriate Arabic syntax category based on the error. (3) Explanation of Errors, it is the activity of explaining the errors in the Arabic syntax category. The description included examples and the location of the error.

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Results and Discussion

According to the data, it was found that several language errors both were syntactic and semantic errors. From the syntactic errors, it was found three forms of syntax such as *idafah*, *na't manut* and *hal*.

<table>
<thead>
<tr>
<th>No.</th>
<th>Thesis Title</th>
<th>Incorrect</th>
<th>Correct sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>المحاولة العلمانية لمتابعة القراءة كتاب الأجرافية بمدرسة المفسطة</td>
<td>المحاولة العلمانية لمتابعة القراءة كتاب الأجرافية بمدرسة المفسطة</td>
<td>المحاولة العلمانية لمتابعة القراءة كتاب الأجرافية بمدرسة المفسطة</td>
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<td>2</td>
<td>تحليل الكتاب المدرسية اللغة العربية &quot;لغتنا الجميلة&quot; في المدرسة الإندونيسية الإرشاد الإسلامية</td>
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<tr>
<td>3</td>
<td>دوروسائس السمعية البصرية في ترقية دافع الطلبة لتعلم اللغة العربية في الفصل السابع بالمدرسة المتوسطة الإسلامية</td>
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<td>تأثير تعليم النحو على الممارسة القراءة في الفصل الثامن بالمدرسة الثانوية الإسلامية تنبه الغافلين بأعمال بوجزاترنا</td>
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<td>5</td>
<td>تطبيق الكتاب العربي لتنشين تعلم مهارة الكلام معيد التوجيه الثاني لليبر كاسين بالمواس منهجي</td>
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<td>الدارالنجاح</td>
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<td>التحليل التقابل في أصوات تطبيق نسج التماثل الصوت في مبادئ الكتاب المدرسي لتعليم اللغة العربية</td>
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<td>9</td>
<td>استرجاعيية لتعليم اللغة العربية بطرق مروينة في الفصل الثالث للمدرسة المتوسطة لتعليم النحو الإسلامية الجديدة دارالنجاح بوصو أبي بريس</td>
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</table>

According to table 1, there were 9 cases of syntactic errors in the form of *idafah* or compound words. In the first title in the sentence *محاولة المعلم*, the word was incorrect in the context of *idafah* which the correct one should be *محاولة المعلم* (ماهِرة). The word *اللِّغَة* (المَفْسَطَة) without *الَّة* and the vowel *دامْمَة* should be used as *مِدْفِوْن آية* with *kasrah*, as well as in the *واسائل وَسَامِّيْه* (دوروسائس السمعية) which means...
hearing aids, from the word wasail there should be a word (ال) because it is an adjective formed because there is "ya" or al-ya al-Nisbiyah. Hence, the correct one must be dauru al-Wasail al-Samiyyah (دورالوسائط السمعية) which means hearing aids. In the fourth title, there was an error in the word al-maharah al-qira’ah. The correct one should be without (ال) and turned to be maharah al-qira’ah, which maharah became mudaf and qira’ah became mudaf ilaihi.

In the fifth title, it also showed that there was an error in idafiyyah in the sentence "ta’lim al-mufradat al-lugah al-‘Arabiyyah". Al-mufradat should not have (ال) because it was mudaf ilaih majrur from the word ta’lim, and also becomes mudaf majrur for the next word al-lugah al-‘Arabiyyah so that the correct sentence should be ta’lim mufradati al-lugati al-‘Arabiyyati. In the sixth title, it was also seen that there were errors in idafiyyah which tatbiq al-kitab al-‘Arabiyyah. It had two errors in idafi and sifatiyyah, because what should be al-kitab al-‘Arabiyyati, which the kitab became mudaf and al-‘arabiyyah became mudaf ilaihi, as well as in the seventh, eighth and ninth titles. The idafah was a combination of two ism which usually made new meanings. The first word was mudaf and the second word was mudaf ilaih. In the rules of Arabic grammar, tawabi’ consisted of four types, namely al-Na’it, al-‘Atf, al-Taukid and al-Badal. Al-Na’it was also called الوصف or الصفة which meant sifat/ character.10

Syntax errors related to the arrangement of na’at and man’ut can be seen in the following table:


10 Abbas Hasan. Al-Nahw Al-Wafiy (Dar Al-Ma’arif, T.T), 43.
According to table 2, the title (تحليل الكتاب المدرسية اللغة العربية "لغتنا الحبيبة") in the medieval Islamic education program of Al-Bayt University contains an error in the word "اللغة العربية "لغتنا الحبيبة"" which the word "اللغة العربية "لغتنا الحبيبة"" is mu'zakkar and becomes "man'ut" while "اللغة العربية "لغتنا الحبيبة"" is mu'annas so that it becomes tarkib nisbiyyah with ya al-Nisbiyyah. Then, the correct sentence should be "اللغة العربية "لغتنا الحبيبة"" which follows the previous isim, by following its 'irab, whether rafa', nasab, or jar. Al-na'at was divided into two parts, namely "اللغة العربية "لغتنا الحبيبة" Ana't al-Haqiqi and Al-na'at al-Sababi.

Syntax category language errors in "hal" can be seen in the following table:

<table>
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<td></td>
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<tr>
<td>2</td>
<td>دور التعرّف في تعلم اللغة العربية بمعدّد دار النجاح</td>
<td>دار التعرّف في تعلم اللغة العربية بمعدّد دار النجاح جهازية الإسلام</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>تحليل الكتاب المدرسية اللغة العربية &quot;لغتنا الحبيبة&quot; في المدرسة الإبتدائية الإسلامية</td>
<td>تحليل الكتاب المدرسية اللغة العربية &quot;لغتنا الحبيبة&quot; في المدرسة الإبتدائية الإسلامية</td>
<td></td>
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<tr>
<td>4</td>
<td>التحليل التشريحي في اللغة العربية الفقهية واحدة والتصنيفي اليوم</td>
<td>التحليل تشريحي في أساطير اللغة العربية والمجاويش والتشابه في</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>تحليل تفاعلي أصوات اللغة العربية والمجاويش التشابه في</td>
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</tbody>
</table>

Hal is an ism al-Nakirah Mansub which described the state of fa'il or maf'ul when an event occurs. Fa'il or maf'ul described in hal is called sahibul hal and sahibul hal should be ma'rifah. In the table 3, the error that often appeared was in the word al-Sanah al-Dirasah which when it became hal. Then, the correct structure must be sanata al-Dirasah, which the word sanah must be fathah /a/ and defined becomes hal and also mudaf while the word al-Dirasah became mudaf ilaihi majrur. It was also correct when word al-Sanati al-Dirasiyyah became na'at man'ut with the addition of the word fi in front of the word al-Sanah al-Dirasiyyah so it become majrur and na'at man'ut majrur which means "the school" or "academic year".

Then, there were two forms of morphological errors in students' thesis title whether in the selection of additional words and related to non-standard word writing there were 2 cases which can be seen in table 4.

Table 4. Analysis of Morphological Errors in non-Standard Words and Inaccurate Diction

<table>
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<td>1</td>
<td>تطبيق استراتيجيات التعليم التعاوني بنوع جيكسو للفصل العاشر في تعليم اللغة العربية بالمدرسة الثانوية الحكومية الأولى</td>
<td>شلاشف</td>
<td>شلاشف</td>
</tr>
<tr>
<td>2</td>
<td>دور النادي العربي في اكتساب مهارة الكلام لطلاب مدرسة معارف</td>
<td>تشيلوعوك</td>
<td>تشيلوعوك</td>
</tr>
<tr>
<td>3</td>
<td>مقارنة مشكلة تعليم اللغة العربية في الفصل العادي والفصل المكشوف بالجامعة الإسلامية الحكومية بوروتو</td>
<td>بئن</td>
<td>بئن</td>
</tr>
</tbody>
</table>

From the table 4, it can be seen that there were two city mentioned, namely Cilacap (شلاشف) and Cilongok (تشيلوعوك) that do not have standard words. Meanwhile, in the choice of the word fi as in the third title, there was an inaccuracy in the choice of words. The accurate word must be baina or "between" because in the first word, the word muqaranah or "comparison" was written. Then, it should be "between" not "inside". With this language error, according to Tarigan, this is known as morphological error.

From the table, it can be seen that there were two forms of language errors, namely errors in the semantic and morphology. First, semantic errors include three forms in Idafat or compound words in as many as 9 of the 18 titles or as much as 56 percent. Errors related to na'at and man'ut 6 cases or as much as 40 percent and those related to al-
as many as 3 cases or 20 percent. Second, errors in the morphology field which consist of two forms, namely 1 case related to the form of diction or incorrect choice of letters between *fi* and *baina* and 2 morphological cases in word writing that have not been standardized by the institution, namely the words “Cilongok” and “Cilacap”.

The mistakes made by students of the Arabic Language Education Study Program UIN Saizu Purwokerto in syntax were closely related to the relationship to determine the position of words. It was also mentioned by Ihda that syntactic errors were centered on discussing the relationship between one word and another, so that it becomes a unified sentence that can be understood correctly. There are 3 parts of syntax in Arabic, namely *ism* (words or nouns), *fi’il* (verbs) and *huruf* (complements). According to Corder, an incorrect code in language is a language error. It refers not only to the physical aspect, but also to the lack of understanding, knowledge, and mastery of the code itself. The learner of the second language has not fully internalized the rules of the second language. Nurkholis stated that some language errors in Arabic are very natural and varied. According to Arifatun, errors that occurred in *tarakib* research in a title may cause misunderstanding in the meaning of the sentence and the structure itself. Even *simai* or *tasmi‘* in the use of titles in a speech will also be known by Arabic linguists.

In Gajah Mada University, the omission errors were highly occurred. There were the omission of the main elements, both *mubtada‘*/subject and *khabar*/predicate, omission of prepositions, and omission of *ism al-mausul* as a part of phrase formation, errors in adding *ism al-maussul*, and mistakes in choosing words that have a plural meaning. Even Dulay argued that it is an integral part in learning a second language as well as in the acquisition of a first language. Errors often occur in syntax because Arabic has a complicated morphology. It is very inflectional and the word order is very flexible and often used clitics attached to words. In Alhajailan's dissertation, it was stated that errors in morphology were caused by interlanguage errors that reached was

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articles (41%), then by pronouns (25%), nouns (23%), and prepositions (8%). Najah found 68 semantic errors, especially lexical semantic errors. Lexical semantic errors are classified into two parts, namely ambiguity of meaning and collocation.

Hanialh saw that in the students’ thesis of UIN Alauddin Makassar, there were errors in writing hamzah at the beginning of the word in hamzah qat’i and hamzah wasl, as well as in the middle of the word, namely the misplacement of the alif, waw, or nibrah under hamzah. Grammatical errors in Arabic also occur not only in Undergraduate thesis but also in Postgraduate dissertation as stated by Yaseen: These errors can be explained by interference from the L1 and another contributing factor is the limited use of some strategies, such as repetition and confirmation.

In the dissertation of Jean Nicolas Druel, Radboud University Nijmegen; Numerals in Arabic grammatical theory: An impossible quest for consistency? discussing grammatical errors in Arabic is very important because grammatical errors make the semantic meaning out of tune with the real meaning. Dedeng Rosyidin Yayan Nurbayan, Kurnia Nurul Falah found errors in the thesis of UPI students based on the position and i’rab, the errors consisted of marfu’at, mansubat and majrurat. The errors consisted of murakkab idafi, murakkab wasfi, and murakkab isnadi. The error was found in students’ thesis of Arabic Language Education Department FBPS UPI. Christopher Paul Stewart B.A, concluded that one of the errors in including na’a and man’ūt was due to the lack of distinguishing between the sifat and mausuf. The phrase created between ifa and is mausuf acs as ifa to the first entity, the man’ūt, thereby giving it the quality of being mausuf. Maimunah found errors in this book that there were errors in Qawa’id

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Nahwu especially in Maf'ul bih, Na'at Man'ut, Ism Ghayr Munsarif, al-Hal, Idhafah, Khabar Kana.21

Syntax or nahwu science discusses the rule and the position of words contained in sentences or texts, sentence division and so on.22 However, if there is a grammatical error in the title, it will have an impact on the knowledge that will be taught to students at the primary or secondary level as Ramahman, Sutri, and Miftahur Rohman. It was stated that there was a grammatical error in the Arabic textbook in the Madrasah Aliyah Curriculum 2013.23 In the same research, there was also morphosyntax errors in the Arabic Digital Textbook of eleventh grade class in Madrasah Aliyah of the Ministry of Religion in 2020.24 Indeed, it must be admitted that errors in language, especially grammatically, can be known by experts who fully understand Arabic, so that in muhadasah or conversations that are amiyah and fusha will be categorized. Taufiq and Mirwan Ahmad in their research concluded that there were some errors in speech.25 It should be noted there must be sharaf subject significantly to help them in correctly determining the harakah and determine the rule of i'rob according to its position.

Thus, the occurrence of semantic and morphological errors contained in the student thesis of UIN Saizu Purwoketo was systematic based on their level of ability in Arabic. Mohammad Ainin stated that in analyzing a language there are two terms, namely mistake and error. Mistakes in language are more often caused by physical factors, while language errors is caused by systematic, consistent, and the learner's ability to a particular language.26 Systematic errors in semantics have similarities with the research done by Ida Latifatul Umroh at Darul Ulum University Lamongan. It was found that the title of the student thesis, morphological errors were found in using language due

to incorrect affixes, incorrect composition of compound words, and incorrect arrangement of compound words, and incorrect choice of words or diction.27

The existence of syntactic errors for 'Abdullah al-Rabi' and 'Abdul 'Aziz 'Allam as language errors are internal in every use of language both orally and in writing, or can be divided into two categories, namely categories in the field of skills and errors in the field of linguistics in when listening, speaking, reading, and writing, then errors in the field of linguistics include sound system, word form, and sentence structure or more precisely called syntax. Based on the error analysis introduced by Hendry Tarigan, based on the frequency of language errors, it can be classified into the most frequent, frequent, moderate, and less of language errors. The errors that often appeared were *idafiyyah* and *na'tiyyah*.

Thus, it can be concluded that in the linguistic setting, language errors are classified into: language errors in the fields of phonology, morphology, syntax (phrases, clauses, sentences), semantics, and discourse. Morphology is related to word forms, morphology is also related to phonology (which shows how words are pronounced), and is also related to lexical studies because the studied patterns studied by morphology are used to form new words. Syntactic errors include the rule and the position of words contained in sentences or texts, sentence divisions and so on or in the Arabic grammatical perspective, both from the morpheme review, and the position of words in Arabic sentences or texts. Mention that the ability to learn *nahwu* is considered an absolute requirement to understand classical Arabic texts/words that do not use vowels and other punctuation marks.

This research had implications for several things, including the importance of serious learning and guidance on the title carried out by the thesis supervisor. Second, to the theoretical treasures of the Arabic language that the Arabic language structure had several challenges in understanding grammatical rules. It must be taught as well as possible with training on these grammatical rules so that they do not make a mistake. If it was left unchecked, it would have an impact on errors like those described above. In the previous research, especially if the Arabic department taught something incorrect, it would continue to happen. The third implication was for the alumni of the Arabic

Language Education Study Program who have to learn a lot to improve their knowledge in Arabic.

The limitation of this research was limited to examining the title in the thesis in Arabic, there is a high possibility that if this research would be continued in a complete thesis. There will be more errors found that have similarities with the results or more. It is possible that the research will produce studies on the guidance methods carried out by the supervising lecturers or the guidance patterns carried out by the lecturers. The research related to the grammatical abilities possessed by students with educational backgrounds in Islamic boarding schools or not in Islamic boarding schools. It is possible that this research will be very well done by researchers who are very concerned about criticism in Arabic which includes methods, curriculum, teaching patterns and so on.

Conclusion

From the explanation, it can be concluded that in the final writing or student thesis, it can be concluded that there are several syntactic errors in the form of errors in the form of Idafah, na'at and man'ut and hal, while the second type of language error was in the field of morphology including: errors in diction or choice of words and the use of standard words that have not been standardized by the authorities at UIN Saizu Purwokerto. Among the shortcomings in this study, there were several aspects that must be studied more deeply. The weaknesses in the title of the thesis become less challenging to be studied more deeply, but that is the hope that there can be other research related to this theme.

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Author Contributions Statement

MM, SJ and AT contributed to conceive of the presented idea. AT and MM helped to develop the theory and verified the research methods. SJ performed the data
collections and computations. MM, SJ encouraged AT to investigate a specific aspect of research and MM supervised the findings. All authors discussed the results and contributed to the final manuscript.

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