

PHONOLOGICAL ERRORS IN ARABIC SPEECH PRACTICE AMONG ISLAMIC BOARDING SCHOOL STUDENTS

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ABSTRAK

Penelitian ini bertujuan untuk menganalisis kesalahan-kesalahan fonologis yang dilakukan oleh para santri dalam latihan pidato berbahasa Arab di Pondok Pesantren Insan Mulia Batanghari, menganalisis faktor-faktor penyebab kesalahan-kesalahan fonologis dalam latihan pidato berbahasa Arab serta merumuskan solusi untuk memperbaiki kesalahan-kesalahan fonologis dalam latihan pidato berbahasa Arab. Penelitian ini merupakan penelitian deskriptif kualitatif dengan pendekatan analisis terhadap kesalahan berbahasa. Data pada penelitian ini diperoleh melalui teknik wawancara dan observasi. Hasil penelitian ini menunjukkan bahwa para santri Pondok Pesantren Insan Mulia Batanghari melakukan tiga pola kesalahan fonologi yang berbeda dalam latihan pidato berbahasa Arab: *Pertama*, merubah bunyi fonem, dilakukan oleh para santri sebanyak tiga puluh dua kali. *Kedua*, menghilangkan bunyi fonem, dilakukan oleh para santri sebanyak sembilan belas kali. *Ketiga*, menambah bunyi fonem dilakukan oleh para santri sebanyak sebelas kali. Kesalahan fonologis yang paling banyak dilakukan oleh para santri dalam latihan pidato berbahasa Arab adalah menghilangkan pelafalan bunyi fonem ^l (mad) sebanyak delapan kali. Kesalahan-kesalahan fonologis yang dilakukan oleh santri dalam latihan pidato berbahasa Arab disebabkan oleh dua faktor utama yaitu faktor linguistik dan nonlinguistik.

Kata kunci : bahasa Arab, analisis kesalahan, pidato bahasa Arab.

ABSTRACT

This study aims to analyze phonological errors made by students in Arabic speech practice at Insan Mulia Islamic Boarding School Batanghari, analyze the factors causing phonological errors in Arabic speech practice, and formulate solutions to correct phonological errors in Arabic speech practice. This research is a qualitative descriptive research with an analytical approach to language errors. The data in this study was obtained through interview and observation techniques. The results of this study showed that the students of Insan Mulia Islamic Boarding School Batanghari carried out three different phonological error patterns in Arabic speech practice: First, changing phoneme sounds was carried out by the students thirty-two times. Second, eliminating phoneme sounds was carried out by the students nineteen times. Third, adding phoneme sounds was carried out by the students eleven times. The most common phonological mistake made by students in Arabic speech practice is to eliminate the

pronunciation of the phoneme ʾ sound (mad) eight times. Phonological errors made by students in Arabic speech practice are caused by two main factors, namely linguistic and nonlinguistic factors.

Keywords: Arabic language, error analysis, Arabic speech.

INTRODUCTION

Arabic is one of the languages that has its beauty in pronunciation (Hammad, 2022). Proper pronunciation is an important aspect of communication in Arabic so that the message can be conveyed clearly and effectively (Madah Rahmatan et al., 2023). For this reason, it is necessary for second language learners, especially for Arabic language learners to actively participate in various activities and trainings that have proven effective in improving mastery of Arabic speaking skills (Mohamed et al., 2021).

Insan Mulia Islamic Boarding School Batanghari is one of many educational institutions that provides various kinds of activities and training to improve mastery of Arabic speaking skills, especially for students. Training in Arabic speaking skills, including Arabic speech practice, became a routine activity for students at the Insan Mulia Islamic Boarding School in Batanghari. In the context of Arabic speaking skills training, Arabic speech practice plays an important role as a place for students to practice expressing their thoughts and ideas verbally in Arabic (Dhouib et al., 2022). This exercise not only aims to improve speaking skills but also to build students' confidence and communication skills in public (Aljuhani et al., 2021).

In Arabic speech practice, students often make pronunciation errors also called phonological errors. Based on the results of a pre-survey conducted in class VIII of the Insan Mulia Batanghari Islamic Boarding School for the 2023/2024 academic year, it is known that there are phonological errors in Arabic speech exercises in the form of errors in pronouncing the sounds of the letters ʾ as ع or vice versa, the letters س as ت or vice versa, the letters ق as ك or vice versa and the letter ح as ه or vice versa. These phonological errors can be caused by various factors, such as a lack of understanding of the phonological rules of Arabic, the influence of the native dialect of the students, or a lack of systematic and directed practice (Prasurvey: 15 February 2024).

Phonological errors are one of the language errors that should be avoided because they can cause errors in meaning (Ramoo et al., 2021). The existence of errors in language learning is not unusual, because mistakes are part of learning (Dos Santos, 2020). However, linguists and language teachers agree that language errors can hinder the achievement of language learning goals (Spahiu & Kryeziu, 2021). There is even an extreme argument about these mistakes, which states that language mistakes made by students indicate a failure or failure of language learning (Damayanti & Listyani, 2020).

Research has been conducted related to phonological errors, including research conducted by Afif and Hasanah with the title “Analisis Kesalahan Fonologis Membaca Teks Bahasa Arab Siswa Madrasah Tsanawiyah Lampung Selatan,” The study showed that the forms of phonological errors that often occur during the activity of reading Arabic texts are errors in sounds in terms of articulation factors including 1) apical-dental-alveolar sounds. 2) Inter-dental sounds. 3) Foronto-palatal sounds. 4) Dorso-uvular sound. 5) Dorso-velar sound. 6) Sound of avico-alveolars. 7) Root-pharyngeal sounds. The sound errors in terms of the way of articulation are in the following: 1) fricative sounds. 2) popping sound (Amrulloh & Hasanah, 2019).

Furthermore, research conducted by Yudistika et al with the title “Analisis Kesalahan Fonologi dan Sintaksis dalam Pembelajaran Bahasa Arab di Madrasah Tsanawiyah Kota Manado,” The study showed that phonological errors made by students in class VIII MTs Muhammadiyah Manado were mispronunciations of letters in words in the reading text, such as ذ becoming س and ج. The letter ث becomes س. The letter ظ becomes ج. The letters ض become ظ and ج. The letter خ becomes ح. The syntax error that exists in students in class VIII MTs Muhammadiyah Manado is an error in the choice of words in one sentence (Nyaran et al., 2022).

Furthermore, research conducted by Resgi with the title “Analisis Kesalahan Fonologi pada Film Bahasa Santri “Inthiq Rasmiyyatan” dan Relevansinya Terhadap Pembelajaran Bahasa Arab,” study showed that there are 3 types of phonological errors that occur in the conversations of film actors, including phoneme replacement, phoneme reduction, and phoneme addition. Phonological

errors occur due to the presence of almost similar Arabic phonemes or the influence of mastery of the first language (Tria Lis Utami, 2024).

From this description, researchers are interested in conducting an analysis related to the forms of phonological errors in the Arabic speech exercises of students and analyzing the causes of these phonological errors. So it is then expected to find solutions in correcting phonological errors in Arabic language skills, especially in Arabic speech practice.

Research Analysis of phonological errors in Arabic speech using a type of qualitative descriptive research. The design of this study uses content analysis because the data used is in the form of the speech of the students in training Arabic speaking skills in speech practice (muhadarah).

Data in this study was obtained through interview and observation techniques. Interviews were conducted with Arabic speech tutors and students who were taking Arabic speech practice. Observation is conducted using the observation method with techniques such as listening, note-taking, and recording. Through the listening technique, the researcher acts as an observer and listener to the students while they are delivering speeches in Arabic. The note-taking technique is used to identify the realization of specific phonemes by recording pronunciation errors made by the students while delivering speeches in Arabic, while the recording technique is used to complement the researcher's data collection activities to review the data previously noted through recorded files obtained because the observed data is in the form of oral speech.

The participants in this study were Arabic speech tutors and six class VIII students of the Insan Mulia Batanghari Islamic boarding school for the 2023/2024 academic year. This sampling technique uses *purposive sampling* where researchers determine samples with certain considerations and criteria by the research objectives. The purpose of this study was to reveal phonological errors in the pronunciation of hijaiyah sounds in students in Arabic speech exercises.

DISCUSSION

Language errors in the process of acquiring and learning a second language are processes that influence students in learning that language (Alfadil, 2020). As

Dulay, Burt, and Krashen say “Error is a part of a conversation that deviates from some selected norm of nature language performance.” Language mistakes made by students are an inevitable part of learning. However, the higher the quantity of language errors, the less the language teaching goal is achieved (Suhardi et al., 2023). Therefore, language errors made by students should be reduced to the smallest extent. This can be achieved if the language teacher has studied in depth all aspects of the ins and outs of language errors (Mukarromah et al., 2023).

Markhamah and Sabardila about language errors distinguish between the terms language error (error) and language error (mistake) (Oktavia et al., 2023). The definition of language error is a deviation that is systematic, consistent, and describes the ability of students at a certain stage (which is usually rudimentary) (Muin et al., 2023). While error is a form of unsystematic deviation, which is in the area of performance or language behavior. However, language mistakes made by students should be reduced to the smallest possible limit (Tanjung et al., 2023).

Abduh Ar Rajihi views error analysis as a continuation of contrastive analysis (Arifianto, 2021). This analysis is a derivative of applied linguistics whose object of study is the language produced by the learner, not the language itself. So, in this case, the error analysis is more focused on errors in native speakers of the language and errors in non-native speakers of the language (Sanders & de Bruin, 2023).

Arabic has a type of long vowel and consonant doubling that other languages such as Indonesian (Nurlis et al., 2024). Even nearby sounds and emphatic sounds are characteristic of the Arabic language that is often a problem for language learning. The phonological profile of Arabic contains 28 consonants, three short vowels, and three long vowels. Arabic also has diphthongs /ay/ and /aw/ (Salameh, 2021). Thus, the meeting of two cultures, namely Indonesian and Arabic which leads to interaction between two languages often occurs and causes language changes. Not only that, it often leads to language errors, especially in phonological aspects. So to reduce the occurrence of language errors, namely in the aspect of mispronunciation of Arabic sounds, an established ability to master Arabic is needed. Errors that occur in Arabic pronunciation result in subsequent

errors in other aspects, such as writing to the error of capturing the desired intent (Muslimin et al., 2021).

Phonological errors are language errors at the sound level, whether at the level of words, phrases, clauses, or sentences (Panagos & Prelock, 1982). This error only occurs in the use of spoken language, both productively (speaking) and receptively (listening). In learning Arabic Indonesians, many phonological errors occur in letters that are difficult to pronounce such as the letters ص, ش, ذ, خ, ث, ق (A'dzham et al., 2024). The number of letters like this often makes learners confused in pronouncing them, causing phonological errors.

Ramlah made the classification of phonemes into three forms, namely the process of changing phonemes, the process of adding phonemes, and the process of removing phonemes (Darwis, 2021). Setyawati suggests that language errors in phonological aspects are classified into: changes, omissions, and additions to phonemes (Perangin-Angin et al., 2022).

Based on field observations made about “Analysis of Phonological Errors in Arabic Speech Practice among Students at Insan Mulia Islamic Boarding School, Batanghari” Researchers found three phonological error patterns: phoneme change, phoneme omission, and phoneme addition. Here are three such error pattern identifications:

Error Identification

1. Phoneme Changes

Table 1. Table of changes in phoneme sounds

Pelafalan yang salah	Pelafalan yang benar	Identifikasi
شِعْرٍ	شِعْرٍ	Merubah ع menjadi ء
أَلَى	عَلَى	Merubah ع menjadi ء
الْأَلَمِ	الْعَالَمِ	Merubah ع menjadi ء
تَأَلَى	تَعَالَى	Merubah ع menjadi ء
تَنْسَعِي	تَنْسَعُ	Merubah ع menjadi ء
أَلَيْكُمْ	عَلَيْكُمْ	Merubah ع menjadi ء
أَنْحَاعِ	أَنْحَاءِ	Merubah ء menjadi ع
سَوَكِي	شَوَقِي	Merubah ش menjadi س serta merubah ق menjadi ك
نَنْسُرُ	نَنْسُرُ	Merubah ش menjadi س

تَنْسِيْقِكِ	تَنْسِيْقِكِ	Merubah قِ menjadi كِ
الْكُدَمَاءِ	الْقُدَمَاءِ	Merubah قِ menjadi كِ
لِحُةِ	لُعَةُ	Merubah غِ menjadi خِ
أَخْنَاْحَا	أَعْنََاهَا	Merubah غِ menjadi خِ serta merubah هِ menjadi حِ
لِيَسْخُلِ	لِيَسْهَلِ	Merubah سِ menjadi شِ serta merubah هِ menjadi حِ
اِسْتَعْفِرِ	اِسْتَعْفِرِ	Merubah سِ menjadi شِ
سَلَاثِيْنَ	ثَلَاثِيْنَ	Merubah ثِ menjadi سِ
أَيْحَا	أَيْهَا	Merubah هِ menjadi حِ
الْحِدَايَةُ	الْهِدَايَةُ	Merubah هِ menjadi حِ
الْمَرْهُوْمِ	الْمَرْحُوْمِ	Merubah حِ menjadi هِ
يَجْفَى	يَجْفَى	Merubah خِ menjadi حِ
حِتَامِ	حِتَامِ	Merubah خِ menjadi حِ
أَفْصَحُ	أَفْصَحُ	Merubah حِ menjadi خِ
أَنْجَلِ	أَنْزَلِ	Merubah زِ menjadi جِ
لَزَنَةِ	لَجَنَةِ	Merubah جِ menjadi زِ
الْحَافِذِ	الْحَافِظِ	Merubah ظِ menjadi ذِ
الْفُسْحَى	الْفُصْحَى	Merubah صِ menjadi سِ
النَّاصِ	النَّاسِ	Merubah سِ menjadi صِ
تُلَابِ	طُلَابِ	Merubah طِ menjadi تِ
أَنْ يَتَقَدَّمَ	أَنْ يَتَقَدَّمَ	Merubah َ menjadi ُ

The first error pattern relates to changes in phoneme sounds (hijaiyyah letters) in pronunciation. Based on the table above, it is known that phonological errors that occur due to changes in phoneme sounds (hijaiyyah letters) are carried out by students thirty-two times. These errors included six errors changing the pronunciation of the sound of the letter ع to the letter ء, one error changing the pronunciation of the sound of the letter ء to the letter ع, two errors changing the pronunciation of the sound of the letter ش to the letter س, two errors changing the pronunciation of the sound of the letter ق to the letter ك, two errors changed the pronunciation of the sound of the letter غ to the letter خ, four errors changed the pronunciation of the sound of the letter ه to the letter ح, one error changed the pronunciation of the sound of the letter ح to the letter ه, one error changed the

pronunciation of the sound of the letter ث to the letter ث, two errors changed the pronunciation of the sound of the letter خ to the letter ح, one error changed the pronunciation of the sound of the letter ح to the letter خ, one error changed the pronunciation of the sound of the letter ز to the letter ج, one error changed the pronunciation of the sound of the letter ظ into the letter ذ, one error changed the pronunciation of the sound of the letter ص to the letter س, one error changed the pronunciation of the sound of the letter س to the letter ص, one error changed the pronunciation of the sound of the letter ط to the letter ت, one error changed the pronunciation of the vowel َ sound to the vowel ُ.

Errors related to changing phoneme sounds are most often made by students on the letter ع which is changed to the letter ء which is changed six times. An example of such a change occurs in the sound of the word شِعْرٌ which should be pronounced with شِعْر. This error pattern is the most common error pattern due to the influence of the habits of the first language (mother) and the similarity between the sounds of the letters ع and ء, where the letter ع in Indonesian is denoted by the sound "a, while the letter ء is denoted by the letter a, but the letter a is more often found in both languages and Indonesian so it is easier to pronounce than the letter "a. It is also caused by the adjacent location of the articulation, namely ع that is in the middle of the throat, while ء is in the inner throat (base of the throat). This causes the students to be more likely to pronounce the letter ع to ء.

The results of this research are in line with the results of research conducted by Wahyu, in the results of his research he mentioned that changing the sound of the letter ع to the sound of the letter ء is the most phonological error made by students at the Islamic Boarding School Modren Ta'dib Al-Syakirin (Wahyu & Lubis, 2023).

2. Phoneme Removal

Table 2. Phoneme sound removal table

Pelafalan yang hilang	Pelafalan yang benar	Identifikasi
أَحِبَّاءُ	أَحِبَّاءُ	Menghilangkan (مد) ا
يَتَمَنَّه	يَتَمَنَّاهُ	Menghilangkan (مد) ا
عَلَيْنَ	عَلَيْنَا	Menghilangkan (مد) ا
عَنْه	عَنْهَا	Menghilangkan (مد) ا

طَلَبٍ	طَالِبٍ	Menghilangkan ا (مد)
الْعُلَمَاءُ	الْعُلَمَاءُ	Menghilangkan ا (مد)
إِبْرَاهِيمَ	إِبْرَاهِيمَ	Menghilangkan ا (مد) dan ي (مد)
تَعْبِيرٌ	تَعْبِيرٌ	Menghilangkan ي (مد)
مِعَادٍ	مِيْعَادٍ	Menghilangkan ي (مد)
تَحْكِيمٍ	تَحْكِيمٍ	Menghilangkan ي (مد)
مُسْلِمِينَ	مُسْلِمِينَ	Menghilangkan ي (مد)
الْعُلْمُ	الْعُلُومُ	Menghilangkan و (مد)
الْمَرْحَمُ	الْمَرْحُومُ	Menghilangkan و (مد)
أَنَّ	أَنَّ	Menghilangkan َ
أَهْمِيَّةٌ	أَهْمِيَّةٌ	Menghilangkan َ
الدِّينِيَّةِ	الدِّينِيَّةِ	Menghilangkan َ
مُتَكَلِّمِينَ	مُتَكَلِّمِينَ	Menghilangkan َ dan menambahkan ا (مد)

The second error pattern relates to the omission of phoneme sounds in pronunciation. Based on the table above, it is known that phonological errors that occur due to the omission of phoneme sounds are carried out by students nineteen times. These errors include eight errors eliminating the pronunciation of the sound ا (mad), five errors eliminating the pronunciation of the ي sound (mad), eight errors eliminating the pronunciation of the و sound (mad), eight errors removing the pronunciation of the َ sound (tasdid).

Errors related to the omission of phoneme sounds in pronunciation are most often made by students on the ا sound (mad) which is eight times. An example of such omission occurs in the sound of the word عَلَيْنَ which should be pronounced with عَلَيْنَا. This error pattern is the most common because in Arabic there is a long vowel called mad, which is ا, و, ي while in the vowel Indonesian, there is no.

The results of this study are in line with the results of research conducted by Ratna, in the results of her research she mentioned that the pattern of phonological errors most often made by Class XI students of Sultan Agung Islamic High School 1 Semarang in reading Arabic texts is to eliminate the ا sound (mad) (Asih et al., 2020).

3. Phoneme Addition

Table 3. addition of phoneme sounds

Pelafalan yang lebih	Pelafalan yang benar	Identifikasi
أَنْ يَتَكَلَّمُونَ	أَنْ يَتَكَلَّمُوا	Menambahkan ن
أَنْ يَخْرُجُونَ	أَنْ يَخْرُجُوا	Menambahkan ن
عَالَيْكُمْ	عَلَيْكُمْ	Menambahkan (مد) ا
لُعَاةُ الْعَرَبِيَّةِ	لُعَةُ الْعَرَبِيَّةِ	Menambahkan (مد) ا
فَيَأْجِبُ	فَيَجِبُ	Menambahkan (مد) ا
مُتَكَلِّمِينَ	مُتَكَلِّمِينَ	Menambahkan (مد) ا dan menghilangkan ِ
بِلَادُ	بِلَادُ	Menambahkan (مد) ي
كُتُوبُ	كُتُبُ	Menambahkan (مد) و
فَهَيْمَتُهُمْ	فَهَيْمَتُهُمْ	Menambahkan (مد) و
تَعَالَهُ	تَعَالَى	Menambahkan هـ
كِتَابَةَ	كِتَابِ	Menambahkan ة

The third error pattern relates to the addition of phoneme sounds in pronunciation. Based on the table above, it is known that phonological errors that occur due to the addition of phoneme sounds are carried out by students eleven times. These errors include two errors adding the pronunciation of the letter ن, four errors adding the pronunciation of the letter ا (mad), one error adding the pronunciation of the letter ي (mad), two errors adding the pronunciation of the letter و (mad), one error adding the pronunciation of the letter هـ, one error adding the pronunciation of the letter ة.

Errors related to the addition of phoneme sounds in pronunciation are most often made by students in the ا sound (mad), which is as many as four errors. An example of such an addition occurs in the sound of the word يَأْجِبُ which should be pronounced with يَجِبُ. This error pattern is a pattern that often occurs for the same reason as the omission of phoneme sounds.

The results of this study are in line with the results of research conducted by Nabila, in the results of her research she mentioned that the phonological error pattern in the form of adding phoneme sounds that is most often done by students of Class X MAN 1 Sragen is adding the sound ا (mad) (Amatullah & Aziza, 2020).

Factors Causing Phonological Error in Speech Practice

In general, the factors that cause phonological errors in Arabic speech practice consist of two main factors, namely linguistic and non-linguistic factors. The following is an explanation of linguistic factors and nonlinguistic factors.

Linguistic factors

Several studies have found that phonological errors for second language learners which in this case is Arabic can be caused by the language itself (intralanguage errors) or errors that come from outside (interlanguage errors). This opinion is in line with James' statement stating that "mother tongue influences interlanguage errors." Both intralanguage errors and interlanguage errors in Arabic speech practice are caused by the phonological complexity of Arabic itself. An example of such complexity is the absence of the long phoneme (mad) ا، و، ي in Indonesian while in Arabic the phoneme exists.

Non-Linguistic Factors

1. Lack of Public Speaking Practice

The practice of speaking publicly in Arabic can help a person to correct phonological errors. Conversely, lack of practice in public causes errors in pronunciation and intonation during speech.

2. Anxiety and Insecurity

Arabic speech often triggers nervousness and insecurity, especially for learners who are not familiar with the language. This anxiety is the next factor that can affect a person's ability to pronounce words in Arabic clearly and correctly.

3. Physical Limitations

Some students may have physical limitations that affect their ability to produce sound correctly, for example for those with slurred disorders. Such disorders can be an obstacle to performing effective speech in Arabic.

4. Dependence on Text or Script

Too much reliance on speech texts from both books and the internet can prevent a person from developing good speaking skills in Arabic.

Solutions to Overcome Phonological Errors in Speech Practice

The following author tries to formulate a solution to phonological errors made by students in Arabic speech exercises at the Insan Mulia Islamic Boarding School in Batanghari, which are as follows:

1. Taking an Individualist Approach

Each student has a different level of understanding and ability in Arabic phonology. Therefore, it is important to apply an individualist approach to learning, where teachers can pay special attention to phonological mistakes made by each student.

2. Provide Systematic Pronunciation Training

Furthermore, these problems can be solved by systematic and structured pronunciation training. The training can begin with the pronunciation of Hijaiyyah letters according to the rules of *Makharijul Surat*, then slowly increase in complexity by pronouncing words, phrases, and finally speech.

3. Providing Adequate Learning Resources

Institutions should strive to provide adequate learning resources through the curriculum applied at the Insan Mulia Btanghari Islamic Boarding School. Quality textbooks, audio materials, or learning videos will help improve their comprehension and ability to speak Arabic.

4. Doing Repetitive Exercises

Repetitive practice is essential in correcting phonological errors. Students should be encouraged to practice Arabic pronunciation regularly, both inside and outside the classroom. This will be easy to do by maximizing the Arabic language environment in the Insan Mulia Islamic Boarding School in Batanghari.

5. Using Sound Recording Media

Teachers can use voice recording technology to help students hear their pronunciation again. This allows them to identify mistakes themselves and correct them.

6. Make Corrections Appropriately and Well

The teacher must provide correct and good phonological errors made by students in Arabic speech practice. Constructive and encouraging corrections will help boost their confidence in speaking Arabic, especially in speech practice.

7. Conduct periodic evaluations

Teachers should conduct periodic evaluations of the progress of students' mastery of Arabic language skills. It is important to know whether the approach, methods, techniques, and media used are effective or need to be adapted.

CONCLUSION

Based on the results of the study, researchers found three patterns of phonological errors made by students of the Insan Mulia Batanghari Islamic Boarding School in Arabic speech practice. The error pattern activity is as follows: *First*, changing the phoneme sound (hijaiyyah letters) is done thirty-two times. *Second*, eliminating phoneme sounds was done by the students nineteen times. *Third*, adding phoneme sounds is done eleven times. The phonological mistake most students make is to eliminate the pronunciation of the phoneme sound ʃ (mad) which is made as many as eight errors.

Furthermore, phonological errors made by students are caused by two main factors. The two factors are linguistic and non-linguistic. Linguistic factors include intralanguage errors and interlanguage errors. While nonlinguistic factors include lack of practice, anxiety, insecurity, limited physical condition, and dependence on text and script.

These phonological errors are an inevitable part of the learning process. This is because Arabic which is the target of learning is a second language. These phonological errors require prompt and precise treatment because the higher the number of language errors, the fewer language teaching goals are achieved.

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