Arabic Phrases Errors in Writing Theses for Masters Students at Indonesian Universities

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Abstract
Students' Arabic thesis writing comprises several grammatical errors of different types. This study aimed to find out: (1) errors in writing Arabic phrases on students of the Arabic Language Education Master's Program at universities of Indonesia, and (2) factors that caused these writing errors. This research sued a qualitative research design, with the library research approach and Error Analysis techniques. The primary data comprised errors in the application of Arabic phrases from 110 student theses at three universities from 2019 to 2021. The results of this study included: (1) students' Arabic theses writing errors can vbe classified in four phrases, namely: murakkab ismiy (nominal phrase) of 24 %, murakkab fi'liy (verbal phrase) of 28%, tarkīb iḍāfiy (Combination of Nouns) of 26%, tarkīb waṣfiy (adjective phrase) of 22%; (2) two factors caused these errors, namely: (a) language input errors, inaccuracy, and translation from an electronic dictionary without correction; (b) error caused by not heeding grammar rules, not practicing nahwu correctly, and not studying seriously the Arabic grammar. The study recommends that students should revalidate their writings and avoid copy-paste writing techniques, and lecturers should check students' writing according to grammar, especially phrases by reviewing seriously.

Keywords: error analysis, Arabic phrases, students' Arabic theses, foreign Language.

Introduction

A thesis is a scientific paper that is the main requirement in completing master's studies. For master students of Arabic education, the use of Arabic is an absolute prerequisite in writing their thesis. They must be proficient in Arabic as a foreign language, both in the use of language vocabulary, the grammatical structure of the language, understanding insights, and its application in writing their final project. Arabic as a foreign language and a second language is a language that is in great demand in Indonesia. The use of Arabic is certainly inseparable from the influence of the mother tongue (Mubarak, Rahman, Awaliyah, Wekke, & Hussein, 2020). This influence can have an effect on the grammatical structure of one's language, and one's speaking, listening, reading, and writing skills. This of course must receive serious attention by language learners, teachers, educational institutions, as well as by the compilers of objectives, and framers of curricula, and learning materials (Mughni, 2005).

Writing skills and mastery of the rules of the Arabic grammatical structure are an integral part of the thesis writing as a master's final project for students majoring in Arabic Language Education. The rules of the grammatical structure of the Arabic language are the basis for determining the perfect or imperfect sentence structure in a student's thesis. Some of the obstacles in compiling sentences in a thesis are students' lack of understanding in the rules of Arabic grammatical structure, especially in the formation of sentence patterns, namely phrases or in Arabic called *tarkīb* or *murakkab*. *Tarkīb* is a linguistic discussion in syntax. These errors in syntax often occur in writing the final project using Arabic as a foreign language (Saadah, 2016), especially in the rules of Arabic grammatical structure in the formation of phrases or *tarkīb* (*murakkab)* (Hakim, 2019).

The results of the researchers' initial observations found that master students majoring in Arabic language education at Antasari State Islamic University (UIN) Banjarmasin, Indonesia experienced difficulties in writing Arabic grammatical structure rules in the formation of phrases or *tarkīb* in writing their theses. Students make more word arrangements into *tarkīb Idhafy* and *tarkīb na'ty* or even changed the form of *tarkīb arrangement* so that some of their writings provide imperfect understanding (*ghairu Mufīdah)*, even though the arrangement of these words should be able to carry meanings that can provide understanding for others. *Tarkīb* should be an arrangement of two or more words that can give clear meaning of each word and can be understood and used in speech (Al-Ġhalāyayn, n.d.). With this initial observation, the researchers conclude that the mastery of *tarkīb* becomes very important in writing assignments for master students majoring in Arabic Language Education. Hence, to provide accurate data, the researchers conducted literature survey and documentation research on mastery of this *tarkīb* in order to understand the writing errors and the factors causing the errors in student theses writing. This study aimed to benefit the master's degree students in Arabic education at universities as well as the relevant stakeholders, who can take solutions or improvement steps in the future.

It is usual to find errors in the use of a foreign language, which often arise from three things, namely: (a) the influence of the first language; (b) internal difficulties of the target language or foreign language; (c) target language or foreign language teaching system. Of these three things, master students who are writing a thesis using Arabic as a foreign language have experienced it. Many differences in the grammatical structure of Indonesian and Arabic are the main sources, such as Indonesian language does not recognize the final sound change in each word *(iʿrāb),* while in Arabic it is required to understand and be able to speak the sound at the end of each word as an indication of the position of the word in the sentence. Likewise, the difficulty of foreign languages which have derivative words (*sharaf)* and grammatical structures (*nahwu)* are complex. This certainly has an influence on students who are applying their Arabic language skills in writing scientific papers and theses (Side, 1957). It was observed that errors in writing master's theses was not only descriptive findings, but can be a solution to the difficulties in learning Arabic experienced by students who are learning Arabic as a second language, by providing Arabic language material that is simpler and easier to understand, renewal of learning objectives to be achieved, development of teaching materials that can adapt to the needs of students, and can be a reference for feedback for Arabic language teachers so that they can emphasize students to practice Arabic material such as the rules of Arabic grammatical structure to always be practiced and become a *project. learning* so that it can be mastered according to learning objectives (Ainin, 2017).

This research refers to and is in line with previous research studies like Hidayah's (2017) research, entitled *"Taḥlīl Akhṭāʾ An-Naḥwiyyah Wa Muhāwalatu ulūlihā Fī Kitābati Al-Buhūṯs Al-ʿIlmiyyah Ladā Ṭalabati siyā Al-Ġarbiyyah bi Jāmiʿati Al-Muslimīn Al-Indiyah",* which aimed to find solutions to problems faced by students in writing an Arabic thesis at the West Asia Department of the Indonesian Muslim University, Makassar. It was found in this research that various factors caused the errors, namely transfer of experience, intralingual concerns, transfer of expressions from mother tongue to target language, and like. Hidayah's (2017) research showed that students realized their mistakes and tried to improve their understanding by seriously studying and practicing the concepts of knowledge about Arabic they got in the learning process held by students when students became teachers (Hidayah, 2017).

Another study, Khadir Khairunnisa's thesis entitled *"Nahwu and Sharaf's Errors in Insha Tahriri Students of the Department of Arabic Language Education, Faculty of Tarbiyah and Teacher Training*

Alauddin Makassar State Islamic University" aimed to identify errors and analyze errors contained in writing *insya'* on students who focus on the object of research regarding the errors of *naḥwu* and *sharaf* which included several aspects, namely the suitability (*muṭābaqāt*) between properties (*na'at* and *manʿūt)*, the suitability of the subject and predicate (*Mubtadaʾ* and *Ḥabar)* and other general grammatical structures (Khairunas, 2017).

Another study entitled *Common Errors in Writing of EFL Sophomores in a Context of The Mekong Delta* (Nguyen & Nguyen, 2021) listed types of errors which occurred while writing English from the phrase level to the sentence level, among other groups of errors while writing. This study fostered a trend to develop strategies to help students learn English better from both teachers' and students' point of view in today's English training programs. Likewise, Mottaghizadeh and Khanabadi (2020) conducted an error analysis study in order to provide input to improve the quality of teaching and learning Arabic in Arabic language education masters.

The aforesaid clearly suggests that there is a need to identify factors that cause errors in writing theses. Hence, the difference between previous studies and the current research is that our research focuses on phrases (*Tarkīb* or *murakkab)*, essentially because there are more disagreements on students' understanding in the use of these phrases in their thesis writing. These phrases include *tarkīb iḍāfiy, tarkīb waṣfiy, murakkan ismiy,* and *murakkab fiʿliy*. Specifically, the following two research questions were examined in this study: (a) what are the errors in writing mastery of master students in Arabic Language Education at universities of Indonesia in writing their theses? (b) What are the factors that cause errors in writing mastery of *tarkīb* by master students in Arabic Language Education at universities of Indonesia in writing their theses?

Literature Review

Errors in Arabic are referred to as أخطاء (*akḥṭā*) and in English it is called *"error"*. The term (أخطاء *Akhṭāʾ*) or " *error''* and أغلاط (*Aġlāṭ)* or " mistake*"* are often interpreted with the same meaning, but they are often distinguished as two terms. Quoting Hidayat's opinion, it is stated that (أخطاء*Akhṭāʾ*) or " *error''* is an error in language or deviation from standard language norms that occurs consistently, while error is a deviation from standard language norms that occurs accidentally. In pronunciation, errors are often referred to as mispronunciation (*Lapse)* (Hidayat, 2014). There are majorly three factors that cause language errors: influence of the mother tongue, internal factors of the target language, and the teaching system. The first factor of the influence of mother tongue can be understood as positive influence (*transfer),* and negative influence (*interference).* The positive influence helps the language learner in learning the second language, while the negative influence always makes the second language learner commit error in applying the grammatical structure rules of the second language. The second internal factor of the target language is defined as the difficulties that are obtained due to the complexity of the norms and rules that apply in the target language itself. As we know that each language has its own specialties and uniqueness; therefore, the abilities and skills of second language learners are important factors in their mastery of the target language. The third factor of teaching system also has an equally important influence in the efforts of language learners to master the target language. The teaching system here is interpreted not only as a transfer of knowledge between teachers and students, but comprises all factors of the broad teaching system which include teachers, teaching materials, learning facilities, and the learning environment (Purba, 2013; Suryadarma, 2015).

An Arabic phrase is framed as two or more words that form one structural meaning, with either a perfect or imperfect understanding. The perfect understanding in Arabic is called *kalam,* while the definition of *kalam* itself is a perfectly composed arrangement and whose meaning can be easily understood (Dimyati, 2016). The Structural Linguistic School argues that the phrase is one of the topics of discussion in linguistics which studies the arrangement of words into phrases to form a sentence (Putra, 2017). While the term phrase is defined as an orderly arrangement composed of two or more words, which is an element of a clause and does not occupy a prepositional position, for example: *Muhammad's clothes, Class Doors, Home Doors*. A phrase or *tarkīb* therefore can be defined as a composition of the words that are arranged in such a way that their meaning can be understood, but still cannot be called *kalam,* because it requires other words to become a perfect sentence (*the number of kamilah)* until it becomes a *sentence* that can be understood in its entirety. Phrases in Indonesian and Arabic do have both similarities and differences so that some learners might experience ambiguous understanding, due to different word sounds and ambiguous grammatical structures (Ramdiani, 2014).

Al-Ġhalāyayn describes five types of *tarkīb,* namely *murakkab Isnādy, murakkab Iḍāfiy, murakkab Bayāni (washfiy, Taukidy, Badaly), murakkan 'atify, murakkab Mazjy, murakkab 'adady* (Al-Ġhalāyayn, n.d.). Meanwhile, Dimyati also classified *tarkīb* into seven types as per the suitability of the grammatical structure of Arabic and Indonesian, namely *tarkīb fi'liy* (verbal phrase), *tarkib na'tiy* (adjective phrase), *tarkīb ismiy* (nominal phrase), *tarkīb adady* (numeric phrase), *tarkīb jar majrur* (prepositional phrase), appositional phrases, and adverbial phrases (Dimyati, 2016).

The current study limited the concept of *tarkīb* to four types of phrases, namely *murakkab ismiy, murakkab fi'liy, tarkīb na'tiy* and *tarkīb Iḍāfiy*, each of which is explained as follows:

- *Murakkab ismiy*

Murakkab ismiy is part of murakkab isnādy. Murakka bismiy is a series of words that form a sentence consisting of a subject and a predicate. The subject is *isim ma'rifah* and the predicate is a noun (*isim*) or verb (*fi'il*) or phrase (*tarkīb).* This *murakkab* ismiy has a subject position called *mubtada '* and a predicate called *khabar.* The examples *of murakkab ismiy* are in table 1:

Table 1: *examples of murakkab ismiy*

sentence (*number of ismiyyah*)	محمدٌ هو جالسٌ
o transliteration	Muhammad Huwa Jālisun
o translate	Muhammad (was) Someone (who was) sitting
murakkab ismiy	هو جالسٌ
o transliteration	Huwa Jālisun
o translate	Someone (Who was) Sitting

Table (1) presents the terms *khabar* (predicate) and *mubtada* (subject). Referring to the example above, the sentence محمدٌ هو جالسٌ in Arabic is known as *Sum Ismiyyah* because it is a complete sentence consisting of a word structure composed of nouns without being preceded by a verb (*Non-Verbal Tense).* The word occupies the position of *mubtada* and the word occupies هو جالسٌ the position of *khabar and he is murakkab ismiy* which consists of *mubtada* and *khabar.* Later, هو جالسٌ becomes *murakkab ismiy* because it lies in the predicate or *khabar* of the type of sentence (*the number of ismiyyah)* because *the number of ismiyyah* still occupies the position of the predicate sentence, then هو جالسٌ is a phrase (*tarkīb* or *murakkab).*

- *Murakkab fi'liy*

Being a part of *murakkab isnād, Murakkab fi'liy* is a series of words that form a sentence consisting of a subject and a predicate. The subject is *isim ma'rifah or isim nakirah* and the predicate is a verb (*fi'il*). This *murakkab fi'liy* has a subject position called *fa'il* and a predicate called *fi'il.* The examples *of murakkab fi'liy* are shown in Table 2:

Table 2: *examples of Murakkab fi'liy*

sentence (*number of ismiyyah*)	محمدٌ يجلس
o Transliteration	Muhammad Yajlisu
o Translate	Muhammad is Sitting
murakkab fi'liy	يجلس
o Transliteration	Yajlisu
o Translate	Sitting

Table (2) shows the terms *fi'il* (predicate) and *fa'il* (subject). Referring to the example in the table, the sentence محمدٌ يجلس in Arabic is known as *Sum Ismiyyah* because it is a complete sentence consisting of a word structure composed of nouns without being preceded by a verb (*Non-Verbal Tense).* The word يجلس in the sentence محمدٌ يجلس is a verbal phrase or *murakkab fi'liy* (*Verbal Tense)* because this sentence is composed of a series of Verbs – Nominal case contained in these verbs. The word يجلس is actually يجلس هو where *fi'il* (Predicate) is يجلس, and the word هو which is meant in *becomes fa'il* (**Subject)** which is stored in *fi'il* (Predicate) يجلس, therefore, يجلس becomes *murakkab fi'liy* because it is located in the predicate or *khabar* which is a complete sentence type (*number ismiyyah),* and يجلس is *fi'il* with its *fa'il* هو still occupying the position of the predicate sentence, then يجلس هو is as a phrase (*tarkīb* or *murakkab).*

- *Murakkab Iḍāfiy.*

Murakkab Iḍāfiy is a phrase with words composed of nouns, where the first arrangement consists of *nakirah nouns* (general/unclear) and the second consists of *maʿrifaẗ nouns* (specific/clear). In this series, the second word becomes the binding meaning for the first word. The examples from *Murakkab Iḍāfiy* are listed in Table 3:

Table 3: *Examples of Murakkab Iḍāfiy*

sentence (*number of ismiyyah*)	هذا كتابُ محمدٍ
o transliteration	haḏa kitabu muhammad
o translate	This is Muhammad's book (Muhammad's book)
murakkab iḍāfiy	كتابُ محمدٍ
o transliteration	kitabu muhammad
o translate	Muhammad's book (Muhammad's book)

Table (3) shows that in the sentence *Murakkab Iḍāfiy,* there are two terms as its constituent elements, namely muḍāf (noun 1) and *muḍāf ilaih* (noun 2). In this example, the first element is formed from words that are ifaẗ *nakirah* (general) and the second element is formed from words that are *maʿrifat* (special). So,

referring to the example, the words with the *muḍāf* category is: كتابُ while the word that are *muḍāf ilaih* is محمد. If the second noun (*muḍāf ilaih*) is marked with(ال) then this composed word will bring meaning to give meaning (*ta'rif*), and if the second noun is marked with the form of *nakirah* (without ال), this series of words will bring meaning to specialize as seen in the example in Table 4:

Table 4: *examples of Murakkab Iḍāfiy*

sentence (*number of ismiyyah*)	هذا بابُ الفصلِ
○ transliteration	haḍa babu al-faṣli
○ translate	this is the classroom door
murakkab iḍāfiy	بابُ الفصلِ
○ transliteration	babu al-faṣli
○ translate	the classroom door

Table (4) shows that بابُ الفصل becomes *murakkab Iḍāfiy* and is located in the predicate or *khabar* which is a complete sentence type (*number ismiyyah*), and بابُ is *muḍāf* and الفصلis *muḍāf ilaih*, occupies the position of a predicate sentence, so بابُ الفصل is a phrase (*tarkīb* or *murakkab) namely Murakkab Iḍāfiy*. This *Murakkab Iḍāfiy* has a function to give a new meaning but it is not far from the meaning of each of its constituents. As for each word that is strung together it will have the meaning of ownership, condition, location, things contained, and so on. For the following example:

بيتُ خطبٍ =baitu khutbin = wooden house (house made of wood)
بابُ الفصلِ =class door (the class door)   bābu al-faṣli =
كتاب النحو =book of *Nahwu (book on nahwu* material)kitāb al-nahwi =

• *Murakkab Washfy*

Murakkab Washfy is a phrase composed of *adjectives* which serves to give the nature of the isim (noun) it characterizes (*maushuf*). in addition to using the term *washfy,* there are also those who use another term for this phrase, namely the phrase *na'ty* (Andriani, 2018). This word order requires compatibility and compatibility between the adjective and the word it characterizes (*muthabaqah).* The suitability is in terms of punctuation (*i'rab*), number (*mufrad, mutsanna, jama'*), and type of word (*mudzakkar-muannast*) (Al-Ġhalāyayn, n.d.). Examples are seen in Table 5:

Table 5: *examples of Murakkab Washfy*

sentence (*number of ismiyyah*)	هذا رجلٌ جميلٌ
○ transliteration	haḍa rajulun jamīlun
○ Translate	this handsome young man
murakkab washfiy	رجلٌ جميلٌ
○ transliteration	rajulun jamīlun
○ Translate	handsome young man

Table (5) shows discussion that two terms were found for the constituent elements, namely *mawṣūf* (noun 1) and *ifah* (noun 2). In this discussion, the first element is formed from words that are *nakirah* (general) and the second element must also follow the first element, which is also *nakirah* (general). On the other hand, if the first element is formed from a word that is *ma'rifah* (special), then the second element must also follow the first element, which is *ma'rifah* (special). Therefore, رجلٌ is mawṣūf (noun 1) and جميلٌ is *Ṣifah* (noun 2). Therefore رجلٌ جميلٌ being *murakkab washfiy* because it is located in the predicate or *khabar* which is a complete sentence type (*ismiyyah number)*, and رجلٌ is *mawṣūf* with جميلٌ is *Ṣifah* occupying the position of the predicate, then رجلٌ جميلٌ is a phrase (*tarkīb* or *murakkab*).

Research Methodology

This research is a qualitative descriptive research by using the Error Analysis Study approach (Izzan, 2011). This study describes, evaluates and looks for factors causing difficulties in the application of *naḥwu* (Arabic grammatical structure) consisting of *murakkab ismiy, murakkab Fiʿliy, tarkīb iḍāfiy, and tarkīb waṣfi* in writing the final project (thesis) of students majoring in Arabic Language Education Department, Indonesia. The qualitative data was sourced from 110 theses which were randomly taken from theses of Arabic Language Department Students at three Universities of Graduate Year 2019-2021 namely Antasari State Islamic University, Muhammadiyah Mataram University, and Maulana Malik Ibrahim Malang State Islamic University of Indonesia.

Interviews and documentation search techniques were used to collect the data. The interview method is often recommended to identify main factors causing the error (Rahardjo, 2011). The data with error analysis study produces an error evaluation that will provide input to stakeholders such as teaching material compilers, teachers, and Arabic learners to pay more attention to difficult materials. Therefore, the Error Analysis Study does not only focus on writing errors, but this research is able to dig deeper into the errors that occur and provide solutions, both in the form of correcting errors and solutions in the form of suggestions and suggestions for the compilers of teaching materials. Arabic (Haniah, 2018).

Findings

This study focused on finding common errors of grammar especially of phrase structures. The data was collected from 110 writing papers or theses from Arabic Language Education department at three universities namely Antasari State Islamic University, Muhammadiyah Mataram University, and Maulana Malik Ibrahim Malang State Islamic University of Indonesia.

- *Errors in Writing Arabic Phrases in Theses of Students of the Department of Arabic Education at universities in Indonesia.*

Several forms of Arabic phrase errors were found in the student theses of the Arabic Language Education Department of three universities Indonesia specifically in the chapter four (data presentation and analysis) of theses. These errors are briefly explained in Table (6):

Table 6: *Arabic phrase errors in the student's theses*

NO	Phrase Error	Error Form	Inappropriate phrase	Appropriate phrases
a.	*Murakkab Ismiy*	Incompatibility of *dhamir* (pronoun*)*	الكاتب تستخدم (al-kātib tastakhdimu:) هذه البحث (ḥaḏiḥi al-baḥṯ): مصادر البيانات هو (maṣādir al-bayānāt: huwa)	الكاتبة تستخدم (al-kātibah tastakhdimu:) هذا البحث (ḥaḏa al-baḥṯ): مصادر البيانات هي (maṣādir al-bayānāt hiya):
b.	*Murakkab fi'liy*	Incompatibility between *Fa'il* and *fi'il*	نظر الباحثة (naẓara al-bāḥisah) يرغب الباحثة (yargabu al-bāḥisah) المنهجية البحث (al-manḥajiah al-bāḥṯ) النتيجة الكتابة (al-natījah al-kitābaḥ)	نظرت الباحثة (naẓarat al-bāḥisah) ترغب الباحثة (targabu al-bāḥisah) منهجية البحث (manḥajiah al-bāḥṯ) نتيجة الكتابة (natījah al-kitābaḥ)
c.	*Tarkīb Iḍāfiy*	Addition (ال) to *Muḍāf*	الرئيس المدرسة (al-ra'īs al-madrasah) في التعلم وسيلة التعليمية (fī al-ta'allum wasīlah al-ta'līmiyyah)	رئيس المدرسة (ra'īs al-madrasah) في تعلم الوسيلة التعليمية (fī ta'allum al-wasīlah al-ta'līmiyyah)
d.	*Tarkīb Waṣfiy*	Addition *of Ya Nisbat* to *Muḍāf Ilaih*	على خطاب المديرية ('ala khitāb al-mudīriyyah)	على خطاب المدير ('ala khitāb al-mudīr)
		there is no match between *Ṣifah - Mawṣūf* in *Maʿrifah Nakirah*	بمهارات اللغوية (bi mahārāt al-lugawiyyah) وسيلة المستخدمة (waṣilah al-mustakhdimah)	بالمهارات اللغوية (bi al-mahārāt al-lugawiyyah) الوسيلة المستخدمة (al-waṣilah al-mustakhdimah)
		there is no match between *Ṣifah - Mawṣūf and Taḏkīr- Taʾnīṯ* (word type)	مجموعة التجريبي (majmū'ah al-tajrībī) اختبار الطبيعية (ikhtibār al-ṭabī'iyyah)	المجموعة التجريبية (al-majmū'ah al-tajrībī) الاختبار الطبيعي (al-ikhtibār al-ṭabī'i)

The writing of *Ismiy's murakkab* found 16 forms of errors in the Arabic Language Department Student's thesis at the State Islamic University of Antasari Banjarmasin. A few examples of such errors are:

a) الكاتب تستخدم (al-kitabu tastakhdimu) means 'The book uses.'

b) هذه البحث (Hadzihi al-baths) means 'This is the discussion.'

c) مصادر البيانات هو (masadir al-bayanat huwa) means: 'The source of the data is.'

From the three examples above, in the sentence "الكاتب تستخدم spss"the researchers found a mismatch between the word predecessor (*Mubtada'*) and the word after *Mubtada',* namely *kabar* from *murakkab fi'liy*. While in the farasa هذه البحث the researchers found a discrepancy between the indicating word (*Išāraẗ*) and the noun (designated *isim*) in *Taḏkīr and Taʾnīṯ,* while in the sentence مصادر البيانات هوthe researchers found a discrepancy between the adjective as an attribute and the noun as the main element. As for the compatibility between the constituent elements (attributes) and the main elements, it is mandatory (NiʿMah, 1928). Therefore, the correct writing is as follows: الكاتبة تستخدم، هذا البحث، مصادرالبيانات هي

Writing *murakkab fi'liy* found 32 forms of errors in writing *murakkab fi'liy* in the student theses of the Arabic Language Department as follows:

a) نظر الباحثة (nadhara albathisah) means researcher sees

b) يرغب الباحثة (yargabu albathisah) means researcher likes

From these two examples, it can be seen in the sentences نظر الباحثة and يرغب الباحثة that there is an inconsistency between *isim* (noun) *Fa'il* and *fi'il* (verb), as well as in time. Based on the rules of the past verb sentence (*Madhy*) there is a match between the type of verb (*fi'il*) and the noun (*isim*) which is domiciled as the doer of the deed. This compatibility in Arabic requires a match between the noun (doer) and the loose pronoun (*Dhamir Mustatir*) which is marked with هو، هي for past tenses (*past tense*), and the letter marker أ، ت، ن، ي for present verbs (*present tense)* (NiʾMah, 1928), so the correct writing for the error is : نظرت الباحثة، ترغب الباحثة.

The writing specimen *Tarkīb Iḍāfiy (Noun Compounding)* found 16 errors in the Arabic Language Department student's theses at Antasari State Islamic University Banjarmasin. The error *occurs* in two forms, namely the addition (ال) to the *Muḍāf* and the addition of *Ya Nisbat* to the *Muḍāf Ilaih*. The explanation is as follows:

* *Addition of alif lām ta'rif* (ال) *on Muḍāf*

This error refers to the addition of *alif lām ta'rif* (ال) to *Muḍāf,* thus disguising the understanding of *tarkīb Iḍāfiy* who seems to be a *tarkīb mausuf w*hereas *Muḍāf* is formed from *isim* (noun) which is *nakirah*. (Al-Ġhalāyayn, n.d.). As an example:

a) المنهجية البحث (al-manhajiah al- baḥt) means the methodology of discussion
b) النتيجة الكتابة (al-natījah al-kitābah) means the result of writing
c) الرئيس المدرسة (al-raīs al-madrasah) means principal

In the sentence, the words الرئيس, النتيجة, المنهجية have the position in the sentence as *Muḍāf* which must come from *isim nakirah* which is marked without using alif lam ta'rif (ال). According to the applicable rules, the correct words are رئيس , نتيجة , منهجية.

* *Addition of ya nisbat* (ي) *into muḍāf ilaih.*

The error of adding *ya nisbat* to *muḍāf ilaih* is found in the example of على خطاب المديرية (ala khitab al-mudiriyyah), the error lying in the meaning of the word mudir (Usop, 2020). *Ya nisbat* is often used for nouns that are not forming the word *ifah* but can be used as an attribute of the previous noun which is often called *Tarkīb Waṣfiy* (NiʾMah, 1928). Students' are often confused in distinguishing the meaning between *tarkīb waṣfiy* and *tarkīb iḍāfiy*. Actually, for *tarkīb iḍāfiy* without using the letter *ya nisbat,*the correct tarkīb is على خطاب المدير.

The writing *Tarkīb Waṣfiy* found 57 errors in the writing of the Arabic Language Department students' theses at the State Islamic University of Antasari Banjarmasin. Based on these findings, the writing errors of *tarkīb waṣfiy* can be classified in two forms, namely the discrepancy between *Ṣifah-Mawṣūf* in *maʿrifah* and *nakirah,* and mismatch between *Ṣifah-Mawṣūf* in *taḏkīr-taʾnīṯ* (type of word).

* *There is no compatibility between Ṣifah-Mawṣūf in Maʿrifah and Nakirah.*

In this form, 39 errors were found showing the discrepancy between *Ṣifah-Mawṣūf* in *maʿrifah* and *nakirah* in theses writing, as seen in the phrases:

a) بمهارات اللغوية (bi mahārāt al-lugawiyyah) means 'with language skills'.
b) لة وسيلة المستخدمة (wasīlah al-mustakhdamah) means 'the media used'.

In the word بمهارات، وسيلة *manʿūt* (main element) and the word اللغوية، المستخدمة as an attribute are positioned from the *adjective*. As for the provisions of *tarkīb waṣfiy* in the rules of grammatical structure of the Arabic language (*naḥwu),* there must be conformity of form (*maʿrifah-nakirah*) which is often marked with *alif lam ta'rif* (does not apply to *isim alam)* (Al-Ġhalāyayn, n.d.). Therefore, the correct writing for these words is: بالمهارات اللغوية الموسيلة المستخدة .

* *There is no match between Ṣifah-Mawṣūf in type of word (taḏkīr-taʾnīṯ).*

We found that there were 18 errors in *Tarkīb Waṣfiy* 's writing in the theses writing of the Arabic Language Department Student at the State Islamic University of Antasari Banjarmasin. As an example:

a) مجموعة التجريبي (majmūʾah al-tajrībīy) means 'practiced sample.'
b) اختبار الطبيعية (ikhtibār al-ṭabīʾiyyah) means 'direct test.'

From the two errors mentioned above, we can see that the word مجموعة، اختبار is placed as a *manʿūt* (main element) and the word التجريبي، الطبيعية is placed as an attribute element taken from the *adjective*. The provisions of *tarkīb waṣfiy* in the rules of the grammatical structure of the Arabic language (*naḥwu)* are that there must be conformity of the type of word (*taḏkīr-taʾnīṯ*) so that the two words can be arranged into *tarkīb waṣfiy*. (NiʾMah, 1928) then it should be written with المجموعة التجريبية، الاختبار الطبيعي so that the two sentences can be arranged into *tarkīb waṣfiy*.

The errors of the four types of phrases occurred repeatedly in the translation of students whose theses were required to use Arabic. This was seen in chapter 1 (introduction), chapter 3 (research method), chapter 4 (data presentation and data analysis) and chapter (5) . The data that was clearly researched by researchers occurred only in chapter 4 (data exposure and data analysis). The following errors in writing Arabic phrases were found as presented in Table (7):

Table 7: *Percentage of Arabic phrase errors in students' theses*

Year	Number of Theses	Murakkab Ismiy (Nominal phrase)	Murakkab fi'liy (Verbal phrase)	Phrase Error Tarkīb Iḍāfiy (Noun Compounding)		Tarkīb Waṣfiy (Adjective Phrase)		Number of Phrases
				Addition (ال) to Muḍāf	Addition of Ya Nisbat to Muḍāf Ilaih	no match Ṣifah Mawṣūf in Maʿrifah Nakirah	no match Ṣifah Mawṣūf in Taḏkīr-Taʾnīṯ	
2019	40	374	364	251	277	283	261	1810
2020	37	352	355	213	136	254	247	1557
2021	33	324	250	197	124	167	252	1312
Total				**661**	**537**	**704**	**760**	
	110	**1050**	**969**	**11980000**		**1464**		**4679**
Percentage		**22%**	**21%**	**26%**		**31%**		**100%**

- *Factors of writing errors in Arabic phrases in students' theses of the Arabic language education department at universities Indonesia.*

The interview data was collected from 10 students who were writing theses in the Department of Arabic Language Education at the university in Indonesia. Of the 120 errors that the researchers found, almost all came from two factors, namely the *mistake* factor and the *error* factor, which can be observed in Table 8:

Table 8: *Factors of Error in Writing Arabic Phrases in Theses of Students*

No	Mistake factor	Error Factor
1	App translation	Respect the grammar of the language
2	The writer is not careful	Minimal practice *nahwu*
3	Minimal linguistic input	Minimal study

The accidental factor (*Mistake)* referred to three things, namely: (a) translation from the electronic dictionary without any corrections; (b) Lack of thoroughness of researchers and not evaluating their writings; (c) lack *of linguistic inputs* (Mudakhalat *Lughawiyyah).* The error factor (*error)* referred to: (a) lack of discipline in the use of correct Arabic grammatical structure rules in speaking for students graduating from Pondok Modern; (b) lack of teaching on the application of *Naḥwu* (Arabic grammatical structure) in writing for students graduating from *Madrasah Aliyah Negri* (Senior High School); (c) the lack of desire of students themselves to increase knowledge and insight in writing techniques that are in accordance with the applicable rules of grammatical structure of the Arabic language.

Discussion

A phrase is a grammatical unit in the form of a combination of words that fills one of the syntactic functions in a sentence. This research on errors in Arabic phrase in the student's theses was based on four phrases distributed percentage wise, namely: murakkab *Ismiy* (Nominal phrase) at 24%, *Murakkab fi'liy* (Verbal phrase) at 28%, *Tarkīb Iḍāfiy* (Noun Compounding) at 26%, and *Tarkīb Waṣfiy* (Adjective Phrase) at 22%. The *Murakkab ismiy* occurred because the discrepancy of dhamir (pronoun), *Murakkab fi'liy* occurred because of the discrepancy between *fâ'il* and *fi'il*, *Tarkīb Iḍāfiy* occurred because of the addition of (ال) to *Muḍāf* and the addition of Ya Nisbat to *Muḍāf Ilaih*, and *Tarkīb Waṣfiy* occurred because there was no match between *sifah-Mawṣūf* in Maʿrifah Nakirah and there was no match between *Sifah-Mawṣūf* and *Taḏkīr-Taʾnīṯ*.

These grammatical and phrasing errors were also caused by the language environment in conversational practice which did not focus on the use of correct grammar. The use of grammar of the native language or mother tongue was also seen an influence on the results of students' writings, they were used to speaking Arabic using elements of Indonesian so that the grammar was mixed with their mother tongue during Arabic conversation and applied to writing. errors in this grammatical. These errors were a mix-up of phonetics (shaut), morphology (sharf), syntax (nahwu) and vocabulary (mufradat). Moreover, their use in conversation rejected long and short vowels (vowels or harakat) and changes in sentence grammar (tarkib jumlah) and removed some sentence elements (ba'ad jumlah) (Maimunah & Mukhtar 2021; Najah, Qomariyah, Wahyuddin, & Deviana, 2022).

The most popular Arabic phrases with *tarkīb* or *murakab* (construction) with *murakab isnady* and others, were found by Andriani (2018) in his research. There were 25 types of phrases based on the elements of formation of phrase construction in Arabic namely: na'at *man'ut* phrases, phrases ' *athfy,* badaly phrases, zharfy phrases, syibhul *sums* phrases, *manfy* phrases, *syarthy* phrases, *tanfis* phrases, *tawqitat phrases, idhafy* phrases, ' *adady* phrases, *nida'iy phrases, isyary* phrases, *tawkidy* phrases, *mashshuyzy* phrases,

istitsna'i phrases, *bayani* phrases, *naskhy* phrases, *ikhtishashy phrases, ta'ajuby* phrases, *muqarabat* phrases, *syuru'* phrases, and *raja' phrases* (Andriani, 2018; Muhamad & Mat, 2010). The phrase errors that often occurred in the writing of scientific papers by non-foreign-speaking students included *tarkb iḍāfiy, tarkīb waṣfiy, murakkab ismiy, murakkab fi'liy,* and *tarkīb adad ma'dud* which were related to the meaning of gender and the specific number (count) in 4 types, namely: (a) core-pewatas (*Tarkīb Waṣfiy*) (b) core-pewatas (*tarkīb adad ma'dud),* (c) core-core (*tarkīb athfy*), and (d) core-apposition (*murakkab isnady* on the part of *murakkab ismiy, murakkab fi'liy)* (Supardi, Hadi, Poedjosoedarmo, & Suhandano, 2017).

The phrase errors of type syntactic errors, were often found in students' scientific writing, with a presentation of 19.73% exceeding *nahwu* and *sharf errors* in terms of language elements (Deviana & Wahdah, 2018). The phrase errors were also found in the translation of Arabic into Indonesian and vice versa, in the translation with the translation of the Qur'an, it showed that there were still 5.03% phrase errors (Gunawan, Nababan, Syukri, & Burdah, 2022). This underlies the researchers findings that in writing theses students experience many errors in the syntactic elements of the phrase part, namely *tarkīb iḍāfiy, tarkīb waṣfiy, murakkab ismiy,* and *murakkab fi'liy* (Barabadi, Robatjazi, & Bayat, 2020; Supardi et al., 2017). This phrase error becomes a problem in learning Arabic which requires efforts to overcome the problem of learning Arabic. Lecturers, as facilitators, must review students' productivity, including their thesis writing. Arabic learning problems include linguistic and non-linguistic. Their efforts to overcome these problems used a variety of learning, supporting media and appropriate learning strategies or techniques to foster students' enthusiasm in improving their writing (Khairunnisa, 2021; Utama, Nasarudin, & Husnan, 2021).

This study shows that students in writing their final scientific work must have errors in writing either because of the *mistake* factor or the *error factor.* These errors were caused in mistakes factor with minimal linguistic input, inaccurate, and translation from electronic dictionary without correction, because these error factor did not heed grammatical rules, and adopted minimal nahwu practice, and *minimal learning.* However, the use of translation applications such as Google translate, Grammarly and so on were very helpful for students in doing tests (student exams) (Fauzan, 2017; Miranty & Widiati, 2021).

The writing skill errors occur in most students since they studied at school. These errors occurred in the subject of grammar, spelling and semantics include phrases, because of several factors, namely lack of practice in writing Arabic due to time constraints or not providing time to learn to write, lack of Arabic skills in pronunciation and vocabulary memorization. An effort to writing a thesis that is grammatically appropriate, students need to memorize vocabulary by always trying to make complete and good sentence structures. This is an effective way of practicing even grammatical structures. Memorizing grammatical structures is easy for students, and therefore it is convenient for them to apply the grammar learned through conversation and writing. This is in accordance with the application of other language exercises such as English, Japanese and other foreign languages (Polat, Turhan, & Toraman, 2022; Tan, 2022).

The major cause of errors in writing phrases in theses writing was the use of translation aid applications without the students' ability in perfect grammatical understanding in Arabic language of foreign language in Indonesia. The errors that occurred in syntax were the use of composition, lack of grammatical understanding (*nahwu),* and interference from the original language (Mother Language) (Maimunah & Mukhtar 2021; Ngangbam, 2016). This writing error was also based on students' translations that were not optimal. This was due to several causes, namely: (a) absence of rules; (b) lack of mastery of Arabic; (c) environment; (d) no direct improvement in grammatical structures (Kurniati, Marwa, & Desrani, 2019). This finding strengthens the researchers' findings that the error factor in theses writing is caused by students not heeding grammatical rules, minimal *nahwu* practice, and minimal learning.

Moreover, mostly in writing errors, students were not aware of their mistakes because it was a translation done independently, with the help of a dictionary, and there were complications between the mother tongue and the foreign language they were learning (Atashian & Al-Bahri, 2018). This situation was an essential event for students to learn about. The lecturers and administrators of study programs also planned the development of students' linguistic and non-linguistic competencies, as well as prepared students to be able to translate well, covering at least four dimensions, namely acceptance, academic writing for translation, revision of teaching, and development of cultural competence (Kojin, 2022; Sayaheen & Darwish, 2020). Lecturer tried that students should study more carefully in applying translations in their thesis writings, especially on words and phrases, because in Arabic practice both writing and speaking there was often interference between the mother tongue and the target language (foreign language) which causes problems in language.

The second language writing error also did not occur in Arabic but also in other foreign languages such as writing English. Their writing was of poor quality when compiling essays and reports, letters and paragraphs, and then theses and even dissertations. Students needed practice continuously and paid attention to error correction independently because students already understood grammar in theory. Institutions also needed to pay attention to adjusting their abilities, so it was necessary to develop a varied curriculum and teaching methods to increase students' confidence in writing and facilitate them by helping them achieve good grades and good student learning outcomes.

Conclusion, Implications and Limitations

This study discovered several errors in Arabic phrases in the theses of the Arabic Language Education Department Student. A total of 110 theses from three universities were sampled for this study. The study focused on four phrases, namely: murakkab Ismiy (Nominal phrase) at 24%, Murakkab fi'liy (Verbal phrase) at 28%, Tarkīb Iḍāfiy (Noun Compounding) at 26%, Tarkīb Waṣfiy (Adjective Phrase) at 22%. Murakkab ismiy occurrred because the discrepancy of dhamir (pronoun), Murakkab fi'liy occurred because of the discrepancy between Fa'il and fi'il, Tarkīb Iḍāfiy occurred because of the Addition (ال) to Muḍāf and the Addition of Ya Nisbat to Muḍāf Ilaih, and Tarkīb Waṣfiy because there was no match between Ṣifah-Mawṣūf in Maʿrifah Nakirah and there was no match between Ṣifah-Mawṣūf and Taḏkīr-Taʾnīṯ (type of word).

The factor of the occurrence of Arabic phrase errors in the student's theses of the Arabic Language Education Department of three universities at Indonesia was due to two factors, namely the mistake factor and the error factor. The accidental factor (mistakes) was caused by students using application translations, not being careful, and minimal linguistic input. The error factor was caused by students heeding grammatical rules, minimal *nahwu* practice, and minimal learning. The implication, students should refer to the selection of the right words in writing Arabic theses and avoid copy paste techniques without making improvements and proper understanding of the use of these words in Arabic, and lecturers should direct students to be able to apply the rules of the grammatical structure of the Arabic language in good writing techniques with serious and strict guidance. This discussion is limited to the error of phrases in writing the theses of students of Indonesia, of course the ability of the thesis writing student had a bachelor's degree in the field of Arabic.

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