

The Analysis of Arabic Learning Error in Students of Madrasah Tsanawiyah

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ABSTRACT

This study examines grammatical (*nahwu*) and morphological (*shorrof*) errors in Arabic essays by secondary students, aiming to identify and categorize these errors and their causes. It also proposes pedagogical interventions to improve Arabic language instruction by enhancing both theoretical understanding and practical application of linguistic rules. Using a qualitative approach, data were collected through interviews with supervisors, teachers, and students, as well as classroom observations and document analysis of student essays. The analysis followed the Ellis-Huberman framework: data collection, reduction, presentation, and conclusion. Results revealed that student errors stemmed from limited understanding of grammar, interference from their mother tongue, and insufficient practice. Teacher-related factors included inadequate feedback and insufficient opportunities for practice. These issues hindered students' mastery of Arabic. The study recommends a combination of theoretical and applied exercises. Theoretical exercises help students grasp linguistic rules, while applied exercises improve writing skills. More frequent feedback and diverse teaching methods are also suggested to enhance learning outcomes. This research introduces a dual approach, integrating theoretical and applied exercises, offering valuable insights for improving Arabic language education at the secondary level.

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1. INTRODUCTION

Arabic has a very important role in Islamic education, both as a means of daily communication and as the main medium for understanding religious teachings, including in reading and understanding the Qur'an and hadith. In Islamic-based educational institutions such as MTs Nuris Jember, Arabic language teaching is not only aimed at teaching language as a means of communication, but also to deepen religious teachings and improving Student understanding of sacred texts. The teaching of Arabic at MTs Nuris Jember aims to equip students with in-depth skills in this language, which are important both for application in daily life and in religious contexts.

However, although the teaching of Arabic has received special attention, various errors are often found in learning, especially in the aspects of *nahwu* (grammar) and *shorrof* (morphology). These mistakes often hinder Student understanding of Arabic texts and affect their ability to write essays correctly. This problem affects not only Student learning outcomes, but also their overall mastery of Arabic. Research by Mufidah et al. (2023) identified that problems in learning Arabic can be categorized into two main types: linguistic and non-linguistic problems. Linguistic problems involve errors in grammar and morphology, while non-linguistic problems include factors such as lack of motivation or inadequacy of learning methods. These findings show the need for in-depth analysis of *nahwu* and *shorrof* errors to identify the causes and find appropriate solutions to improve the quality of Arabic language learning.

Nahwu and *shorrof* are two fundamental aspects in Arabic language learning that students must master. *Nahwu* focuses on sentence structure and relationships between words, while *shorrof* deals with morphology, including word formation from word roots. Errors in both of these aspects can result in misunderstandings and misinterpretations in Arabic texts. According to Azzahro et al. (2024), morphological errors that are often found include improper letter additions, letter reduction, and letter inconsistencies in grammatical categories such as *mudzakkar* (masculine), *mu'annats* (feminine), *mufrad* (singular), and *jama'* (plural). For example, a mistake in the use of the plural for a singular noun or vice versa can lead to confusion in the interpretation of a sentence. In addition, the addition or subtraction of letters that do not conform to the rules of the Arabic language can significantly change the meaning of the word, potentially changing the overall meaning of the sentence.

Research by Baroroh & Rahmawati (2020) shows that listening, speaking, reading, and writing skills are interrelated in learning Arabic. Mistakes in one of these skills can affect the other. For example, mistakes in essay writing are often the result of a lack of understanding in reading and speaking skills. Therefore, it is important that the teaching of Arabic includes thorough practice in all these skills to ensure that students can master the Arabic language comprehensively. According to Iqbal & Al (2021), the main challenge in mastering *nahwu* and *shorrof* is the application of very specific rules in Arabic. For example, subtle differences in meaning between different word forms and sentence structures can affect the overall understanding of a sentence. This is because, in Arabic, the difference in one letter or word shape can significantly change the meaning of a sentence (Fauziah et al., 2023). Difficulties in the application of these rules can lead to frequent errors in student essays.

Understanding *nahwu* and *shorrof* not only makes learning Arabic easier but also provides additional benefits. For example, the ability to understand complex Arabic literature and improve one's intellect and feelings are some of the advantages of mastering this grammar (Alkhitam, 2020; Rahma P et al., 2023). Therefore, it is important to ensure that students not only learn the theory of *nahwu* and *shorrof* but can also apply it in practical contexts.

This study aims to identify the types of errors, frequency of errors, and factors that cause errors in the essays of grade 9 students at MTs Nuris Jember. With a focus on *nahwu* and *shorrof* errors, this research aims to provide useful insights for the development of more effective teaching methods and the improvement of Student writing skills. This research is very important because it can provide a solid foundation for improving and perfecting the Arabic curriculum and teaching methods, as well as assisting students in improving their overall understanding and ability of the Arabic language.

This study identified that *nahwu* and *shorrof* errors in the essays of grade 9 students at MTs Nuris Jember are still frequent, and the causative factors include limited understanding, the influence of the mother tongue, lack of practice, less effective teaching methods, and limited learning resources. To overcome this problem, it is necessary to make improvements in Arabic language teaching by improving Students' understanding of *nahwu* and *shorrof*, providing more intensive writing exercises, using more interactive teaching methods, and providing comprehensive learning resources.

This research is expected to make a significant contribution in designing more effective curricula and teaching methods, as well as assisting students in improving their Arabic language skills. By

correcting existing mistakes and improving the quality of learning, it is hoped that students can achieve better mastery of Arabic and be ready to face challenges in the use of Arabic in both academic and religious contexts. Ongoing efforts to improve Arabic language education and further exploration in this area will support the achievement of educational goals and strengthen Student understanding of the language and religious teachings.

2. METHODS

This study uses a descriptive qualitative approach with a focus on error analysis. This approach was chosen because it allows researchers to explore and understand in depth the types of mistakes made by students in learning Arabic. This study involved 30 students from grades IX in a Superior MTs Unggulan Nuris Jember, who were selected by purposive sampling. The selected students have a diverse level of Arabic language proficiency, ranging from beginner to intermediate level. The study also interviewed five Arabic teachers to gain insight into teaching methods and the challenges faced in teaching Arabic.

The research instruments used included written tests in the form of essays, semi-structured interviews with Arabic teachers, and classroom observations. Essays written by students are used to identify errors in the use of Arabic, while interviews with teachers help reveal the factors that influence the errors. Classroom observation was carried out to see first-hand the learning process and record the mistakes made by students in interacting using Arabic. Data was collected through written tests, interviews, and classroom observations. A total of 30 essays written by students were analyzed to identify errors that occurred in aspects such as grammar, syntax, morphology, semantics, and pragmatics. This essay is selected based on topics relevant to the Arabic curriculum taught in schools. Students are asked to write an essay without external assistance, such as a dictionary or assistance from a teacher, to ensure that the errors identified truly reflect the student's understanding.

Classroom observations were conducted during three meetings, during which researchers recorded mistakes made by students in oral and written communication. Meanwhile, semi-structured interviews with five Arabic teachers focused on the teaching methods used, the challenges of teaching, and teachers' views on common mistakes made by students. The data collected was analyzed using an error analysis framework developed by Corder (1967). The steps in this analysis include:

1. Fault Identification: Errors in student essays are identified based on categories such as grammar, syntax, and morphology. Errors were also identified in the results of observations and interviews, especially in the oral use of Arabic by students.
2. Error Classification: The identified errors are classified into interlingual errors (caused by transfer from the mother tongue) and intralingual errors (caused by a lack of understanding of the target language).
3. Error Explanation: Researchers analyzed the possible causes of errors, both from a cognitive perspective, such as a lack of understanding of concepts, and from an affective perspective, such as anxiety in using Arabic.
4. Error Evaluation: Errors are evaluated based on the extent to which they impede understanding or communication. Errors that are considered critical and have the potential to hinder communication are prioritized in the analysis.
5. Conclusions and Recommendations: Based on the analysis, the researcher draws conclusions regarding the most dominant error patterns and provides recommendations to improve the Arabic teaching method in MTs Unggulan Nuris Jember

3. FINDINGS AND DISCUSSION

3.1. *Types of Nahwu (Grammar) Errors in Arabic Essays Written by Students*

Arabic grammar (*nahwu*) plays a fundamental role in shaping the structure and meaning of sentences. For students learning Arabic, mastering *nahwu* is crucial to producing coherent and accurate

written texts. However, many students struggle with applying grammatical rules correctly, which often results in a range of errors that affect the clarity and flow of their essays. Understanding the types of grammar mistakes students commonly make can provide valuable insights for educators to enhance their teaching methods and address these challenges.

In Arabic essays written by students, the errors often stem from a lack of understanding of core grammatical principles, such as subject-verb agreement, noun-adjective agreement, and the proper use of case endings. These mistakes not only hinder the overall comprehension of the text but also reflect the difficulty students face in applying theoretical grammar knowledge in practical writing tasks. By categorizing and analyzing the most frequent types of *nahwu* errors, educators can better identify areas where students need targeted instruction and practice, leading to improved language proficiency. Some of the errors in *Nahwu* found in this study include:

3.1.1. Errors in Sentence Structure (Sum)

- a. A mismatch between Subject and Predicate (Mubtada' and Khabar). One of the common mistakes found among students is the mismatch between the subject (mubtada') and the predicate (khabar) in terms of form and gender. For example, a student might write a sentence like "الولد جميلة" ("al-walad jameela") where "الولد" (al-walad) is a masculine subject (meaning "boy"), but "جميلة" (jameela) is a feminine predicate (meaning "beautiful"). The correct sentence should be "الولد جميل" ("al-walad jameel"). Errors like this indicate a lack of understanding of the rules of gender conformity in Arabic, which is crucial for forming grammatically correct sentences. This error can lead to confusion in communication and show that students have not fully mastered the basic rules of sentence structure in Arabic.

In an interview, a student highlighted this issue, stating, "I often struggle with getting the subject and predicate to match correctly. For example, I've written 'الولد جميلة' instead of 'الولد جميل'. Even though I know the rule about gender agreement, I still make these mistakes, especially when I'm writing quickly." The student's experience underscores that while they are aware of the grammatical rules, applying them consistently remains a challenge. This reinforces the need for more targeted practice to ensure accurate use of subject-predicate agreement in Arabic writing.

- b. Mistakes in the Use of Conjunctions (Harf Jars). Students also often make mistakes in the use of conjunctions, especially prepositions that connect nouns with other verbs or nouns. For example, a student might use "إلى" (ila, meaning "to") when the correct preposition should be "في" (fi, meaning "in"), which results in a sentence like "ذهب إلى المدرسة" ("dahaba ila al-madrasa" meaning "going to school"), when in fact it is "at school." This error indicates a lack of understanding of the student's understanding of the nuances of meaning brought by prepositions in Arabic, which is crucial to convey the correct intent in a sentence.

In an interview, a student noted, "I frequently mix up prepositions like 'إلى' and 'في'. For example, I might write 'ذهب إلى المدرسة' when I actually mean 'at school' instead of 'to school'. I find it hard to remember which preposition fits best for different contexts." This reflection highlights the student's challenge in mastering the correct use of prepositions and suggests that more focused practice on preposition usage could help improve their accuracy in conveying precise meanings.

3.1.2. Errors in the Use of Nouns (Ism)

- a. Errors in Noun Placement: Another common mistake is improper placement of nouns in sentences. This misplacement often causes the meaning to be ambiguous or incorrect. For example, in the sentence "الكتاب على الطاولة" ("al-kitab ala al-taawila" which means "book on the table"), if the word "الطاولة" (table) is placed before the word "الكتاب" (book), the meaning of the sentence may become vague or illogical, especially if the context of the sentence does not support the change.

In an interview, a student shared, "I sometimes struggle with placing nouns correctly in a sentence. For example, I've written sentences where I accidentally switch the positions of nouns, which ends up making the sentence confusing. I know how to say 'the book is on the table', but I might write it as 'the table is on the book' without noticing." This comment reflects how improper noun placement often stems from a lack of awareness or inattention to sentence structure, highlighting the need for more practice and careful review in writing.

- b. **Errors in the Use of Plural and Singular:** Many students also have difficulty choosing the correct noun form between the plural and singular. For example, use the plural form for a singular subject, as in the sentence "الطلاب يقرأ" ("al-tullab yaqra"), which means "the students read," but use the singular verb form). This error interferes with the conformity of the number in the sentence and can make the meaning of the sentence incorrect or out of context.

In an interview, a student commented, "I often confuse when to use singular or plural forms, especially with verbs. For example, I know 'الطلاب' means 'students,' but I sometimes forget to use the plural verb form, so I end up writing 'يقرأ' instead of 'يقرأون'. It's tricky to always remember the rules for subject-verb agreement." This reflects a common challenge among students in maintaining number conformity, indicating a need for more practice and reinforcement of these grammatical rules.

3.1.3. Errors in the Use of Verbs (Fi'il)

- a. **Errors in Verb Forms:** Common errors in the use of verbs include the selection of verb forms that do not correspond to the gender or number of subjects. For example, use masculine verb forms for feminine subjects, such as "البنت كتب" ("al-bint kataba"), which means "girl writes" but uses masculine verb forms). These errors interfere with the grammatical accuracy of the sentence and can confuse the reader or listener about the subject in question.

In an interview, a student shared, "I sometimes forget to match the verb with the gender of the subject. For example, I've written sentences like 'البنت كتب' instead of 'كتبت'. Even though I know the difference, when I'm writing quickly, I often don't catch it." This indicates a recurring issue with applying the rules of gender agreement, particularly in verb forms, suggesting the need for more focused exercises in this area.

- b. **Error in the Use of Time (Tense):** Another significant error is the incorrect use of verb time. Students often confuse fi'il madhi (past tense) with fi'il mudhari' (present/future tense), as in the sentence "الولد يذهب أمس" ("al-walad yadhhab ams"), which means "the boy went yesterday" but uses the present verb form). This incorrect use of tense can change the meaning of a sentence and confuse the timeline of the events described.

A student explained, "I sometimes mix up past and present tense verbs. For instance, I've used 'يذهب' when I meant 'ذهب' for past actions. It's easy to make this mistake, especially when I'm not paying close attention to the context." This demonstrates a common difficulty in maintaining consistency in verb tenses, which can confuse the intended sequence of events. Students need more practice in distinguishing between the different tenses to avoid such errors.

3.2. Types of Shorrof (Morphology) Errors in Arabic Essays Written by Students

3.2.1. Errors in Word Formation (Tasrif)

- a. Errors in Noun Formation: Errors in the formation of nouns from the root of the word are also frequent. Students are often wrong in forming the correct isim fa'il (active participation) and isim maf'ul (passive participation). For example, a student may incorrectly shape "كاتب" (katib, meaning "writer") to "مكتوب" (maktub, meaning "written"), which leads to a change in meaning and a discrepancy in context in a sentence. In an interview, a student mentioned, "I often confuse the forms of active and passive nouns. For example, I've used 'مكتوب' when I meant 'كاتب'. It's tricky to remember which form to use, and it can change the whole meaning of the sentence." This reflects a common struggle with mastering the formation of nouns, highlighting the need for more practice in recognizing and applying the correct forms.
- b. Errors in Verb Formation: In the formation of verbs, especially in the forms madhi (past tense) and mudhari' (present/future tense), students often produce incorrect verb forms. For example, misshape the verb "كتب" (kataba, meaning "to write") to "يكتب" (yaktub, meaning "to write" in the present tense) when the past tense is in question. This error is critical because it affects the accuracy of the delivery of actions at various times, which is essential for proper communication in Arabic. A student shared during an interview, "I sometimes use the present tense when I should be using the past tense, like writing 'يكتب' instead of 'كتب'. It's easy to mix them up, especially when I'm trying to translate from my native language." This insight shows that students often face challenges in maintaining correct verb forms, especially when dealing with different tenses, emphasizing the need for more targeted instruction and exercises in verb conjugation.

3.2.2. Errors in the Use of Prefixes and Suffixes

- a. Errors in the Use of Prefixes: The incorrect use of prefixes in verbs is also a common mistake. For example, students sometimes apply prefixes that don't correspond to the type of verb or the root of the word, such as using the prefix "تـ" (ta-) on verbs that should use "يـ" (ya-), as in "تكتب" (taktub, meaning "he writes" for women) when the word in question is "يكتب" (yaktub, meaning "he writes" for men). In an interview, a student explained, "I sometimes confuse the prefixes for verbs, like using 'تـ' instead of 'يـ'. I know that 'تكتب' is for 'she writes', but I've accidentally used it for 'he writes' a few times." This indicates a recurring issue with understanding the correct application of verb prefixes, which can cause confusion in gender and subject agreement.
- b. Errors in the Use of Suffixes: Errors in the use of suffixes in nouns and verbs are also common, such as the incorrect use of suffixes to indicate gender or number. For example, using the suffix "ونـ" (-un) for the singular form that should be for the plural, or using "ـهـ" (-ah) for the male gender that should be for the female. A student shared, "I often mix up the suffixes, especially when writing about gender or plural forms. I've used 'ونـ' for singular nouns by mistake, or 'ـهـ' for masculine words when it's supposed to be for feminine." This highlights how incorrect suffix usage affects the grammatical structure and meaning of sentences, showing the need for more focused practice on proper suffix application.

These mistakes indicate that students still need a deeper understanding of Arabic grammar rules. Without this understanding, students will continue to make mistakes that can affect their ability to

communicate effectively in Arabic. Therefore, teaching that focuses more on understanding grammatical concepts and practical practice in the correct use of Arabic is needed.

3.3. Factors Causing Nahwu and Shorof Errors in Arabic Essays Written by Students

Understanding the factors causing *nahwu* (grammar) and *shorof* (morphology) errors in Arabic essays written by students is crucial for improving their language proficiency. *Nahwu*, which governs the structure and agreement within sentences, and *shorof*, which deals with the forms and patterns of words, are foundational elements of Arabic grammar. Errors in these areas can significantly impact the clarity and accuracy of student writing.

1. Limitations of Understanding *Nahwu* and *Shorof*.

One of the main factors that cause students to make errors in writing Arabic is their limited understanding of the rules of *nahwu* and *shorof*. *Nahwu* and *shorof* are crucial components in the structure of the Arabic language that affect the grammar and morphology of words. When students do not fully understand these rules, they tend to make mistakes in writing, such as mistakes in sentence structure, use of word forms, and inconsistent application of grammatical rules.

For example, in *nahwu*, common mistakes such as incompatibilities between *mubtada'* (subject) and *khabar* (predicate) can occur. For example, the use of masculine *mubtada'* with feminine *khabar* without proper form adaptation can lead to grammatical incongruity in sentences. In *shorof*, errors can include word formation that does not conform to the correct morphological pattern, such as the addition or subtraction of letters that do not conform. Limitations in understanding these rules result in errors that are often found in students' essays, which affect the quality of their writing and overall understanding of the Arabic language.

2. The Influence of Mother Tongue

The influence of the mother tongue, in this case Indonesian, plays a significant role in the occurrence of errors in Arabic writing. Indonesian Language has a fundamentally different grammatical structure from Arabic, which can cause students to apply Indonesian patterns in their Arabic writing. For example, sentence structure in Indonesian tends to follow the Subject-Predicate-Object (S-P-O) pattern, while Arabic has a more flexible structure and depends on the case and context. This can cause students to misplace sentence elements in Arabic or use inappropriate word forms.

Another example is in the use of prepositions and conjunctions. In Indonesian, prepositions and conjunctions do not have any variation in form based on gender or number, while in Arabic, the use of prepositions and conjunctions requires adjusting the form according to the word they are connected. The influence of this mother tongue makes students tend to make mistakes in the use of sentence structure and word forms in Arabic.

3. Lack of Practice and Practice

Lack of practice writing in Arabic is another important factor that leads to errors. Inadequate writing practice makes students less familiar with the correct use of *nahwu* and *shorof*. Without consistent practice, students may not be able to effectively apply the rules of Arabic in their writing. Limited writing practice also hinders students' ability to correct their mistakes and understand frequent mistakes. Regular and varied writing exercises, such as essay writing, reports, and narratives, can help students better internalize the rules of *nahwu* and *shorof* and improve their skills in using Arabic correctly.

4. Teaching Methods

Less effective teaching methods also contribute to errors in learning Arabic. Teaching methods that are not able to convey the concepts of *nahwu* and *shorof* clearly can cause students to have difficulty in understanding and applying these rules. Teaching that is too theoretical in the absence of adequate practice or without involving interesting and interactive

methods can make students feel bored and lose interest. The use of more innovative and interactive methods, such as audiovisual media, educational games, or technology-based learning methods, can help students better understand grammatical and morphological concepts. Teaching methods that include practical activities and direct application of the rules of *nahwu* and *shorrof* can improve students' understanding and reduce errors in writing.

5. Lack of Learning Resources

The limitation of learning resources is another factor that affects students' understanding of *nahwu* and *shorrof*. Limited learning resources, such as books or learning materials about *nahwu* and *shorrof*, can make it difficult for students to get the information they need to understand and master these rules. Without comprehensive and accessible learning resources, students may not be able to obtain adequate explanations or the practice necessary to correct their mistakes.

Schools should provide more complete and accessible learning resources, such as guidebooks, online learning materials, and Arabic language learning apps that can help students understand and practice *nahwu* and *shorrof*. Quality learning resources can strengthen students' understanding and provide relevant exercises to improve their skills in Arabic.

Discussion

The results of the study showed that *nahwu* and *shorrof* errors were still found in the essays of 9th-grade students of Nuris Jember Islamic Junior High School. These errors are caused by several main factors, namely limited student understanding (Mariyam, 2021), the influence of the mother tongue, lack of practice and practice (Mahbub & Tauhidiah, 2022), less effective teaching methods (Mahbub & Tauhidiah, 2022), and lack of learning resources (Fitriani, 2021). Student understanding of *nahwu* and *shorrof* tools must be the concern of education stakeholders in providing good quality learning so that it can provide learning motivation for students (Mansur, 2019). In learning Arabic, there are at least four categories, namely learning to listen (*istima'*), learning to speak (*kalam*), learning to read (*qiro'ah*), and learning to write (*kitabah*). So there needs to be stages in implementing these learnings, such as the stages of preparation, implementation, and evaluation (Banat, 2021).

In addition, what needs to be considered in Arabic, in addition to understanding the science of *nahwu* and *shorrof* tools, is related to vocabulary enrichment (*mufrodat*) (Hijriyah, 2017). So that this will support the next level of learning such as writing or writing (*insya'/maharoh kitabah*) (Masqon et al., 2017). Because by writing or writing, students will be trained in relation to previously learned knowledge (Hermanda, 2020), in addition to that teachers can monitor the level of understanding of their students (Adnin, 2017). So, it is not uncommon for errors to occur in writing in Arabic (*maharoh kitabah*), even at the university level (Panagara et al., 2023). As a study by (Jazuli, 2023) showed writing errors (*maharoh kitabah*), namely the lack of understanding of *nahwu* and *shorrof* among students. Moreover, classical book texts do not have the overall value to understand them with the science of these tools (Yakin & Hasanah, 2020) such as, understanding the position of sentences and pronouns (*dhomir*) which in Arabic classical books is quite difficult to correctly determine the return of pronouns (Desfina, 2010).

In addition to the errors in the essay (*insya'/maharoh kitabah*), there are also in the use of words and sentences that occur in daily communication (Firdaus Fauzi, 2023). Writing in Arabic involves grammar (*tarkib al-kalimah*) and existing rules (Prambudi & Muashomah, 2022) that students must understand. Good and correct grammar in Arabic must consist of sentence structure (*numbers*), namely words that are composed and *faidah* or understandable (Zubaidillah, 2018). Because in Arabic literature, it is unique in its use (Aufar et al., 2019). So, in order to improve student writing skills, it is necessary to provide the right learning resources (Arifudin, 2020). Difficulties in Arabic are quite complex, such as a unique research (Mawaddah, 2022) that examines the problems of learning *nahwu* using the classical Arabic pegon method in the modern era. In this study, it was revealed that there were problems in terms of

linguistic and non-linguistic aspects that were difficult for students who were just learning Arabic to master.

This study shows that errors in *nahwu* and *shorrof* in Arabic essays of grade 9 students at MTs Unggulan Nuris Jember are significant challenges in teaching Arabic. These findings emphasize the need for a more focused and innovative approach to addressing these errors and the factors that influence them, such as limited understanding, the influence of the mother tongue, and less effective teaching methods. To address this issue, as educators, it is very important to provide learning materials that suit the needs of students. This includes an in-depth explanation of the rules of *nahwu* and *shorrof* as well as practical examples that make it easier for students to understand (Azhari & Hubbulwathan, 2020). In addition, the application of innovative learning methods, such as the suggestopedia method, can increase student engagement and facilitate a better understanding of Arabic grammar (Fakturmen, 2020). This method, which prioritizes a more relaxed and fun approach to learning, can help students absorb the material more effectively.

In addition to teaching methods, the provision of an intensive Arabic language curriculum is also necessary to improve students' overall Arabic language skills. A curriculum specifically designed to improve mastery of the Arabic language, with a focus on writing practice and the correct use of grammar, will be very beneficial (S, 2020). By fulfilling these components in the school environment, there is great potential to increase student success in mastering Arabic (Budiman & Ikrom, 2022; Khasanah, 2023). Looking ahead, further research and practice should focus on the development and evaluation of innovative teaching methods as well as more in-depth curricula. Further research can explore the effectiveness of methods such as suggestopedia in different contexts or test the impact of intensive curricula on different groups of students. In addition, the development of more comprehensive and easily accessible learning resources also needs to be considered to support learning outside the classroom.

With an integrated and innovative approach, it is hoped that students will not only overcome mistakes in *nahwu* and *shorrof*, but also improve their overall Arabic language skills. This will ensure that students are prepared to face the challenges of learning Arabic and achieve success in better language mastery. After the identification of the mistakes of the student essays above and the factors that cause these errors, there needs to be a solution in overcoming them, including:

First, Increasing Understanding of *Nahwu* and *Shorrof* is a very important first step. Often, errors in Arabic grammar arise because students do not fully understand the basic rules related to *nahwu* (grammar) and *shorrof* (morphology) (Soleckah et al., 2023). Second, the improvement of Writing Practice is very important to strengthen student understanding and skills in using *nahwu* and *shorrof* (Umrah & Jannah, 2021). Third, Interactive Teaching Methods can significantly increase student engagement in learning Arabic grammar. Often, traditional approaches that are too teacher-centric and lack of interaction leave students feeling bored and less interested in the lesson. To overcome this, teachers can adopt more interactive teaching methods, such as the use of audiovisual media, simulations, or educational games (Rizqi, 2021). Finally, the provision of Comprehensive Learning Resources is essential to support continuous learning. Often, the learning resources available in schools are insufficient to meet the needs of students in learning Arabic grammar. Therefore, schools need to invest in providing a variety of learning resources that are complete and more accessible to students. This could include *nahwu* and *shorrof* guidebooks designed specifically for students, practice modules that focus on using grammar in different contexts, as well as access to online learning platforms that provide additional materials and interactive exercises. In addition, teachers can also direct students to take advantage of digital resources such as language learning apps or websites that provide grammar exercises that can be accessed anytime and anywhere. By providing access to a variety of learning resources, students have the opportunity to learn independently outside of the classroom, deepen their understanding, and hone their skills on an ongoing basis (Jalil, 2022).

The implementation of these solutions is expected to significantly reduce errors in the use of *nahwu* and *shorrof*, as well as improve student overall Arabic language skills. In addition, this solution also

provides a solid foundation for students to continue learning Arabic to a higher level with a better understanding of grammar. Thus, students will not only be more proficient in writing, but also more confident in using Arabic in daily communication.

The findings of this study provide significant contributions to Arabic language teaching, particularly in identifying grammatical errors (*nahwu* and *shorrof*) and offering solutions to overcome them. This study highlights that common errors made by students include inappropriate use of prefixes and suffixes, incorrect word formation, and errors in the use of tense, all of which affect students' understanding and language skills. The factors causing these errors, such as limited student understanding, the influence of the mother tongue, ineffective teaching methods, and lack of adequate learning resources, confirm that traditional teaching approaches have not been fully able to meet students' needs (Wahdah, 2018; Zuhriyah et al., 2022). In addition, these findings strengthen the argument that the use of more interactive teaching methods, such as suggestopedia, as well as the use of audiovisual media and educational games, can increase student motivation and engagement in learning Arabic (Yunus, 2018). The application of this method is expected to overcome boredom that often arises from teaching methods that are too teacher-centered. Furthermore, this study emphasizes the importance of providing more comprehensive learning resources, such as appropriate guidebooks, practice modules, and interactive online learning platforms, to support more effective learning outside the classroom (Surahwan, 2019). This study is in line with previous studies that suggest the need for a more intensive Arabic curriculum, with a focus on writing practice and correct grammar usage, to improve students' overall language skills (Rahmawati & Ainun, 2021). The integration of innovative teaching methods and comprehensive learning resources is key to reducing students' grammatical errors and improving their overall Arabic language skills.

4. CONCLUSION

This study highlights the importance of the analysis of *nahwu* and *shorrof* errors in the Arabic essay of grade 9 students at MTs Unggulan Nuris Jember. This research contributes to the field of Arabic language education by identifying the types of errors that still occur frequently, as well as the factors that influence them. These findings are relevant to improve the quality of Arabic language learning, especially in strengthening grammar understanding among students. The broader implication of these findings is that *nahwu* and *shorrof* errors not only have an impact on Student writing skills but also on their ability to communicate effectively in Arabic. The results of this study can be used as a basis for further research, especially in developing more effective teaching methods and educational policies that support the strengthening of Arabic grammar at the junior high school level. In addition, the development of a more comprehensive curriculum, which emphasizes writing exercises and the practical application of grammar, may be considered. To address this issue, practical recommendations that can be applied include: first, the use of interactive teaching methods such as group discussions, simulations, and the use of technology such as language learning apps that can improve student engagement and their understanding of grammar. Second, it is necessary to provide more comprehensive learning resources, such as textbooks that focus on grammar, structured practice modules, and access to digital resources that support Student independent learning.

However, this study has limitations, especially in terms of population coverage and data collection methods that are limited to one school. Further research can explore grammatical errors in a broader context, such as in different regions or levels of education, as well as test the effectiveness of recommended teaching methods. Looking ahead, it is important to continue to improve Arabic language education with innovative and adaptive approaches, which not only improve existing weaknesses but also prepare students to become competent Arabic speakers. Continued efforts in research and development of more effective teaching practices will be crucial in achieving this goal and encouraging further exploration in the field of Arabic language education.

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