

## Mapping Intralingual Errors in Students' Final Assignments of *Maharah Al-Kitabah*

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**ABSTRACT:** *This research is motivated by the continued dominance of intralingual errors in the academic writing of BSA students despite their intensive Arabic language learning, particularly in the morphological and syntactic aspects that influence the quality of scientific argumentation. This study aims to identify, classify, and analyse the types of intralingual errors in the final assignment of the Kitabah course and explain their implications for the mastery of Arabic language structure as a basis for developing pedagogical interventions and curriculum evaluation in higher education. Using an interpretive qualitative paradigm with an instrumental case study design, data were obtained through document analysis, questionnaires, and interviews validated through triangulation, member checking, peer debriefing, and audit trails. The analysis followed the classic stages of error analysis. From 41 files, 138 errors were found, which were entirely intralingual and distributed across seven linguistic aspects, with error patterns influenced by internal learner mechanisms such as overgeneralisation, simplification, imperfect rule application, and rule overlapping. These errors disrupt the clarity of meaning, consistency of structure, and the accuracy of scientific argumentation. The study concludes that the source of the errors is not L1 interference, but instability of rule internalisation that requires pedagogical intervention based on error analysis. The study's limitations include its coverage of a single study program, document-based data, potential recall bias, and the lack of quantitative measurements. Nevertheless, this research is novel because it comprehensively maps intralingual mechanisms and offers an integrative analytical framework that can support improving the quality of Arabic language learning in accordance with SDG 4 and strengthen error-based teaching approaches in higher education.*

Penelitian ini dilatarbelakangi oleh masih dominannya kesalahan intralingual dalam penulisan akademik mahasiswa BSA meskipun mereka telah melalui pembelajaran bahasa Arab secara intensif, terutama pada aspek morfologi dan sintaksis yang berpengaruh pada kualitas argumentasi ilmiah. Penelitian ini bertujuan mengidentifikasi, mengklasifikasikan, dan menganalisis jenis-jenis kesalahan intralingual dalam tugas akhir mata kuliah *Kitābah* serta menjelaskan implikasinya terhadap penguasaan struktur bahasa Arab sebagai dasar pengembangan intervensi pedagogis dan evaluasi kurikulum di perguruan tinggi. Menggunakan paradigma kualitatif interpretif dengan desain studi kasus instrumental, data diperoleh melalui analisis dokumen,

kuesioner, dan wawancara yang divalidasi melalui triangulasi, *member checking*, *peer debriefing*, dan *audit trail*. Analisis mengikuti tahapan klasik *error analysis*. Dari 41 berkas ditemukan 138 kesalahan yang sepenuhnya bersifat intralingual dan terdistribusi pada tujuh aspek kebahasaan, dengan pola kesalahan yang dipengaruhi mekanisme internal pembelajar seperti *overgeneralization*, *simplification*, *imperfect rule application*, dan *rule overlapping*. Kesalahan ini mengganggu kejelasan makna, konsistensi struktur, dan ketepatan argumentasi ilmiah. Penelitian menyimpulkan bahwa sumber kesalahan bukan interferensi L1, tetapi ketidakstabilan internalisasi kaidah yang menuntut intervensi pedagogis berbasis analisis kesalahan. Keterbatasan penelitian meliputi cakupan satu prodi, data berbasis dokumen, potensi recall bias, serta ketiadaan pengukuran kuantitatif. Meski demikian, penelitian ini memiliki nilai kebaruan karena memetakan mekanisme intralingual secara komprehensif dan menawarkan kerangka analitis integratif yang dapat mendukung peningkatan mutu pembelajaran bahasa Arab sesuai SDG 4 dan memperkuat pendekatan *error-based teaching* di perguruan tinggi.

**Keywords:** *Intralingual Errors, Error Analysis, Maharah al-Kitabah.*

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## I. INTRODUCTION

Arabic, as the language of revelation in the Qur'an, plays a strategic role in deeply understanding Islamic teachings. Mastery of Arabic requires mastery of four main skills: listening (*maharah al-istima'*), speaking (*maharah al-kalam*), reading (*maharah al-qira'ah*), and writing (*maharah al-kitabah*) (Haniah et al., 2020). For Indonesian speakers, learning Arabic presents unique challenges due to differences in grammatical structure, changes in word endings, and subject-predicate agreement that do not always align with Indonesian language patterns (Wafi et al., 2023). This situation demands a deep understanding of Arabic logic so that students can write correctly, effectively, and according to the rules. In this context, *maharah al-kitabah* becomes important, especially in the academic world, because writing is the primary means of conveying ideas, building arguments, and communicating understanding systematically (Wulandari, 2020).

This research focuses on students of the Bachelor of Arabic Studies (BSA) Study Program at UIN Sayyid Ali Rahmatullah Tulungagung, specifically those working on their final assignment for the *Kitabah* course. This population was selected because they have undergone intensive Arabic language learning, so their writing skills should be at a more mature level. However, empirical reality shows that students still make mistakes in Arabic writing, especially in aspects of morphology and syntax. This condition is an important academic issue relevant to the SDGs, especially SDG 4 (Quality Education), through improving the quality of foreign language learning at the tertiary level. Empirically, the problem arises because students face difficulties applying Arabic language rules in academic writing. Theoretically, a more appropriate error analysis model is needed to explain the root of the problem, especially related to intralingual errors.

Current English language students' errors still produce writing with intralingual grammatical errors such as overgeneralisation, simplification, imperfect rule application, and rule overlapping. This phenomenon indicates that the errors that occur do not solely originate from mother tongue transfer, but rather originate from the learner's internal process in constructing Arabic language rules, thus requiring an analytical approach capable of uncovering these internal mechanisms (Musthofa et al., 2022). Ideally, Arabic language learning in higher education should produce students with good writing competence, free from fundamental errors, and meet academic standards. The formulation of the research problem focuses on three aspects. First, identifying the types of intralingual errors that appear in the final assignment of the *Kitabah* course of English language students at UIN Sayyid Ali Rahmatullah Tulungagung. Second, analysing the frequency and pattern of occurrence of each type of error. Third, examining the implications of various forms of intralingual errors on students' understanding of Arabic language structure as a whole. With this formulation, the research aims to provide a precise mapping of the sources, characteristics, and impacts of errors that occur in the *maharah kitabah* learning process. The research aims to identify, classify, and analyse intralingual errors in student writing and explain the implications of these errors for Arabic language mastery. The significance of this research is that it provides an in-depth overview of intralingual errors that are rarely addressed explicitly in studies of Arabic writing errors at the university level.

From the perspective of error analysis theory, the problem of intralingual grammatical errors that are still dominant in the writing of Arabic students such as overgeneralisation, simplification, imperfect rule application, and rule overlapping is understood as an important indicator of the unstable internal process of language acquisition, so that each form of error needs to be analysed systematically to reveal the sources and mechanisms that underlie it. Through this theoretical framework, errors are not merely seen as deviations but as empirical data that show how students process, form, and reconstruct Arabic language rules independently without direct influence from their mother tongue. Thus, understanding the patterns and causes of these errors becomes the basis for lecturers to design more targeted pedagogical interventions, both in improving materials, teaching strategies, and evaluating students' *kitabah* skills (Al-Khresheh, 2016).

Several previous studies show that Sari (2016) found that writing errors in junior high school and university students were dominated by intralingual errors at the morphological and syntactic levels, with variations in error types at each educational level. Furthermore, a study by Musthofa et al. (2022) identified the dominance of errors in the *as-shifah wa al-maushuf* rule, especially the *mudzakkar-mu'annats* aspect in PBA student theses, which was triggered by low mastery of the rule and lack of writing practice. In the same year, Daud et al. (2022) found that Malaysian students' writing skills tended to be at a moderate to weak level, especially in the lexical and sentence structure aspects. Kamalia et al. (2022) demonstrated the effectiveness of active learning strategies in improving Arabic language skills, marked by high learning outcomes despite still being obstacles in the competence and commitment of some lecturers. Research by Al-Madani et al. (2023) showed that the development of the *Maharah al-kitabah* in Madrasah Aliyah was hampered by limited learning resources, teacher competence, and student motivation. Radjabova (2025) research emphasised the need for a more structured and innovative approach to teaching writing to address the specific characteristics of Arabic and the different pedagogical needs at the A1–B1 levels.

Specific studies on intralingual errors of English language students who have undergone intensive learning, especially in the final assignment of the *Kitabah* course, have not received adequate attention. The state of the art of this research lies in its analytical focus on the internal mechanisms of learners, namely overgeneralisation, simplification, imperfect rule application, and rule overlapping, which are not explained in depth by previous studies. Thus, the research gap arises from the absence of a comprehensive mapping of the types, patterns, and implications of intralingual errors in the academic context of the university level based on authentic tasks. Thus, this study offers a new contribution in understanding the structural roots of errors and their implications for the mastery of Arabic language rules of English language students. This research is expected to contribute to the SDGs, especially SDG 4, through improving the quality of Arabic language learning based on empirical evidence, curriculum development, innovation of *Kitabah* teaching methods, and improvement of learning evaluation. In addition, the research results can be used as a basis for developing remedial materials, writing skills training, and compiling guidelines for common errors to improve the quality of academic writing of English language students.

## II. METHOD

This study uses an interpretive qualitative paradigm aimed at understanding the phenomenon of intralingual errors that appear in students' written products (Creswell & Poth, 2017). The interpretive approach allows researchers to examine the internal processes of learners in constructing language rules and giving meaning to the error patterns found (Bogdan & Biklen, 2007). This study applies a qualitative descriptive design with an instrumental case study type because the case (BSA students who took the *Maharah al-Kitabah* course) to understand intralingual phenomena, namely how the internal process of learning Arabic influences the types of language errors (Bogdan & Biklen, 2007; Ikhwan, 2021).

The research was conducted in the Bachelor of Arabic Studies (BSA) Study Program, Faculty of Ushuluddin, Adab and Da'wah, UIN Sayyid Ali Rahmatullah Tulungagung, because in this study program, students formally receive intensive Arabic language learning and have taken the *Maharah al-Kitabah* course. This condition makes the findings reflect the reality of Arabic academic writing skills (Safrudin et al., 2024). The object of the research was the types and patterns of intralingual errors in students' written products in the *Maharah al-Kitabah* course. The research subjects included 41 students participating in the course (owners of final assignment/exam files) and supporting sources such as the Study Program Coordinator, who provided contextual information on the learning process and academic policies (Ikhwan, 2017).

The primary data sources consisted of 41 *Maharah al-Kitabah* final assignment/exam files (written documents), which were analysed to identify forms of errors. Supporting/secondary sources included: 1) a closed questionnaire completed by 41 students to explore learning experiences and subjective difficulties in writing Arabic, and 2) semi-structured interviews with the Study Program Coordinator to obtain information about teaching strategies, materials, and institutional constraints (Creswell & Poth, 2017; Ikhwan, 2017).

Data collection was conducted through: 1) document analysis of 41 final project manuscripts/files for the purpose of identifying and classifying errors; 2) a closed questionnaire distributed to all participants (41 students) to complete data on the

frequency of writing practice, learning resources, and perceptions of difficulties; 3) a semi-structured interview with the Study Program Coordinator asking about things such as the curriculum, *Maharah al-Kitabah* teaching methods, and obstacles to developing writing skills. Direct observation was directed at writing learning situations where possible; documentation targets included the syllabus, RPS, and examples of official assignments as supporting documents. The selection of informants was purposive: all students who were *Maharah al-Kitabah* participants and had final project files within the research period were included ( $n = 41$ ). Key informants were selected based on their position and capacity to provide information (e.g., Study Program Coordinator) who were considered to be most knowledgeable about the learning context and academic policies.

Data validity was achieved through triangulation strategies (source triangulation: document-questionnaire-interview; method triangulation), member checking of primary interpretations when necessary, peer debriefing with fellow researchers or supervisors, and an audit trail documenting all stages of data collection and analysis to increase the dependability and auditability of the findings (Creswell & Poth, 2017; Ikhwan, 2017). The analysis followed the classic error analysis approach designed for language error studies: (1) error identification—marking the forms of morphological and syntactic errors in each manuscript; (2) error description—explaining the linguistic structure of the error and the context in which the error occurs; (3) error classification—grouping errors into intralingual categories such as overgeneralisation, simplification (incomplete application of rules), imperfect rule application, and false concept hypothesised (Corder, 1975). Next, the researcher interpreted the error patterns by linking them to the questionnaire data and the coordinator's statements to explain the forming factors (instructional, cognitive, or practice). The results are analysed thematically and presented in a descriptive narrative supplemented by examples of manuscript quotations and error classification tables to provide empirical evidence for the findings.

### III. RESULT AND DISCUSSION

#### Distribution and Analysis of Intralingual Errors in Students' Final Assignments

An analysis of 41 final assignments from students in the *Kitabah* course revealed 138 language errors, all of which were classified as intralingual errors, that is, errors originating from the learner's internal mechanisms in constructing and applying Arabic language rules. These errors were distributed across seven structural aspects.

##### *Errors in the معرفة نكرة aspect*

In Arabic, nouns (*isim*) are divided into two types based on their specificity, namely: *Isim Nakiroh* (اسم نكرة): Nouns that are general or non-specific. *Isim Ma'rifat* (اسم معرفة): Nouns that are specific.

نكرة معرفة Of the 138 errors that researchers found, there were 13 errors related to نكرة معرفة. Among them are the sentences below:

Table 1. *Nakiroh ma'rifat* errors

الصواب	الخطأ
النسوة في المدرسة منها ذكية ومنها دُون ذلك	نسوة في المدرسة منها ذكية ومنها دُون ذلك
من المعالم السياحية في إندونيسيا، قد رُزّتها وبعضاً لم أرّها	من المعالم السياحية في إندونيسيا، قد رُزّتها والبعضها لم أرّها

In the first sentence above, the word نسوة is written without *al* (ال) even though its position is *Mubtada'*. So the correct word is *النسوة*. In the second sentence, namely *البعضها*, the word is written using *al* (ال) even though the word occupies the position of *Mudlof*, which requires it without *al* (ال). So the correct one is *وبعضاً*.

Errors in the *nakirah-ma'rifah* aspect are evident in two primary forms, namely the writing of نسوة as *nakirah*, even though it functions as *mubtada'*, so it should be written in the form of *ma'rifah* (النسوة), and the incorrect writing of *البعضها* because *dhamir* (ه) as *mudhaf ilaih* has given the status of *ma'rifah*, so the previous word should not use *al*, and the correct form is *وبعضاً*. These errors arise due to intralingual mechanisms that work in the learner's internal process. In the overgeneralisation aspect, students apply the general rule that *mubtada'* is an *isim*, so it is considered permissible to write it in the general form (*nakirah*) without understanding that *mubtada'* in general must be *ma'rifah*. From the simplification side, students simplify the pattern of "*isim + dhamir*" as a definite marker of *ma'rifah*, so they feel it is enough to remove *ال* without considering the syntactic context. In the imperfect rule application mechanism, students actually already know the rules of *mudhaf-mudhaf ilaih*, but their application is not consistent, resulting in incorrect forms such as *البعضها*. Meanwhile, rule overlapping occurs when the rule "words containing *dhamir* are *ma'rifah*" collides with another rule that *mudhaf* should not use *al*, so students choose one of the rules incorrectly and produce a form that does not comply with the rules.

This phenomenon shows that students have not been able to integrate the rules of *ma'rifah* consistently. The mechanism is heavily influenced by overgeneralisation of the general pattern of *isim*, simplification of the *isim-dhamir* relationship, imperfect rule application in the *ma'rifah* relationship, and rule overlap between the rules of *alif-lam* and the status of *ma'rifah* due to *dhamir*. Academically, this error results in the blurring of meaning and the ambiguity of the argumentative structure in Arabic scientific texts.

### Error اعراب!

*I'rab* is a final change of a word in Arabic due to differences in factors ('amil) that influence it, both changes that we can see (*lafdhon*) or changes in the form of estimates (*taqdiron*). *I'rab* is divided into four: *Rafa*, *Nashob*, *Jar* and *Jazm* (Sa'adah, 2019). Of the 138 errors that researchers found, 87 were related to اعراب, and these are the most common errors made by students. Among these errors are the following:

Table 2. *I'rab* errors

الصواب	الخطأ
يا لَيْتَ اللَّهُ أَتَى أَنفَاقَكَ فِي الرُّؤْيَا	يا لَيْتَ اللَّهُ أَتَى أَنفَاقَكَ فِي الرُّؤْيَا
لَيْتَ الْخَبَّ أَتَى أَنفَاقَكَ فِي الرُّؤْيَا	لَيْتَ الْخَبَّ أَتَى أَنفَاقَكَ فِي الرُّؤْيَا

In the first sentence, the word اللَّيْلَنْ has the meaning *Dlomah* even though it falls after the word that requires the word after it to have the meaning *Fathah*, which is a word that functions to make the ism and change the sermon. So the correct word is اللَّيْلَنْ. Likewise, the second correct sentence is الْحُبَّ.

The *i'rab* error was the most dominant type of error found in the data, amounting to 87 cases. This error is seen in the use of final vowels that do not comply with the rules, such as in the example of يَا لَيْتَ اللَّيْلَنْ, which should be written لَيْتَ الْحُبَّ, or لَيْتَ اللَّيْلَنْ, which should be الْحُبَّ. This error pattern shows that many students are trapped in intralingual mechanisms, especially in four primary forms. *First*, overgeneralisation, namely the tendency to consider *dhammah* as the default vowel for all *isim*, so that it is still used even though the context demands the *mansub* form. *Second*, simplification, namely the simplification of the *i'rab* system through the assumption that all *isim* are marked *marfū'* without considering the existence of *nashab* letters such as لَيْتَ. *Third*, imperfect rule application, where students actually know that لَيْتَ causes the following *isim* to become *mansub*, but this knowledge is not automatically applied in writing production. *Fourth*, rule overlapping, namely the clash between the *i'rab* rule and other patterns such as the *mubtada'-khabar* structure, which occurs when changing the *mansub* harakat is needed. All these findings show that the problem is not simply a lack of memorisation of rules, but rather an internal irregularity in operating Arabic grammatical rules consistently. The implications of *i'rab* errors can change syntactic relations substantially, thereby affecting the logical validity of arguments in students' scientific writing.

### صيغ (التشريف) Mistakes in the Aspect of (tashrif)

*Siyagh* is a word change caused by a change in the actor or form of the word. *Siyagh* is a characteristic that is only owned by Arabic and not owned by other languages. In other words, it is often called *Tashrif*. *Tashrif* is divided into two, namely *Ishtilahi* and *Lughawi* (Al-Shāfi'ī, 1998). Of the 138 errors that researchers found, there were 27 errors related to *صيغ*. Among these errors are the following:

Table 3. *Siyagh* errors

الصواب	الخطأ
لَا تَتَسَّعْ أَنْ تَقْرَأُ الْكِتَابَ أَيْنَمَا كُنْتَ	لَا تَتَسَّعْ أَنْ تَقْرَأُ الْكِتَابَ أَيْنَمَا كُنْتَ
لَا يَتَكَلَّمُ كَمَا تَكَلَّمُ أَهْلُ الْكِتَبِ	لَا يَتَكَلَّمُ كَمَا تَكَلَّمُ أَهْلُ الْكِتَبِ

In the first sentence, the error lies in the word تَقْرَأُ, the doer of which is "we", where the context of the sentence requires the doer to be "you", so the correct one is تَقْرَأُ. Likewise, in the second sentence, the word يَتَكَلَّمُ is not quite right because the context of the sentence requires the doer to be "you", so the correct one is تَكَلَّمُ.

Errors in the aspect of *siyāgh* (*tashrif*) are clearly visible when students use the form of the *mudhāri'* verb that does not match the subject, for example, using تَقْرَأُ when it should be written يَتَكَلَّمُ or يَتَكَلَّمُ when it should be تَكَلَّمُ. These errors reflect various intralingual mechanisms that emerge from the learner's internal process when constructing Arabic rules. In terms of overgeneralisation, students tend to use the most frequently used verb patterns, such as *af'al* or *naf'al*, then apply them to all contexts without considering the change of subject. In the simplification mechanism, they simplify the process of selecting the form of the verb by assuming that the subject sign is sufficiently represented by the *damīr* in the sentence, thus choosing the easiest or most familiar

form, such as the plural or *mutakallim* pattern. Meanwhile, in the imperfect rule application, it is apparent that students actually know that the verb *mudhāri* must change according to the *damīr*. However, they still fail to adjust between the context of "you" and the appropriate *tashrif* form. As for the aspect of rule overlapping, the rules for changing the verb *mudhāri*, such as the use of the prefix *ـ* for "we", *ـ* for "dia", and *ـ* for "you", overlap in students' memory. Hence, they tend to choose the form that is most remembered or most frequently used in previous learning. This entire phenomenon indicates that the primary source of errors lies in the inconsistency of the internalisation of the *tashrif* rules, not in the transfer factor from the mother tongue. In an academic context, this error causes the unclear agent of action in the text, which can disrupt logical coherence and the accuracy of conveying ideas.

### *Error in Aspect* عدد

In Arabic, there is the term '*Adad*', which is a word form that shows a single meaning (فرد), the meaning of two (ثنية) and the meaning of many (جمع). Each word has its own rules and provisions, especially in terms of harakat. Specifically, *Jama'* is divided into three forms, namely *Jama' Mudzakar Salim*, *Jama' Muannats Salim* and *Jama' Taksir* (Azzahra et al., 2024). Of the 138 errors that researchers found, there were two errors related to *عدد*. These errors are as follows:

Table 4. '*Adad* errors

الصواب	الخطأ
لَيْسَ الشَّوْقُ أَنْ يَتَحَدَّثَ عَنِ الْمَسَافَةِ وَ لَكِنْ الشَّوْقُ أَنْ يَتَحَدَّثَ عَنْ حَالَةِ قُلُوبِيْنِ مُضْطَرِّبِيْنِ	لَيْسَ الشَّوْقُ أَنْ يَتَحَدَّثَ عَنِ الْمَسَافَةِ وَ لَكِنْ الشَّوْقُ أَنْ يَتَحَدَّثَ عَنْ حَالَةِ قُلُوبِيْنِ مُضْطَرِّبِيْنِ
إِرْتَاحَ الصَّائِمِ بَعْدَ الْأَقْطَارِ كَلَّمَا يَتَحَرَّرُونَ مَمَّا يَتَحَرَّرُونَ مَمَّا تَحِسِّبُ بِهِ صُدُورُهُمْ	إِرْتَاحَ الصَّائِمِ بَعْدَ الْأَقْطَارِ كَلَّمَا يَتَحَرَّرُونَ مَمَّا تَضِيقُ بِهِ صُدُورُهُمْ

In the first sentence, the word قُلُوبِيْنِ should be pronounced in the singular form قُلْبٌ+يْنِ, which is the *Tatsniyah* form. The mistake in the word is because "*Qalbun*" is written in the *Jama' Taksir* form (فُلُوبٌ), which is then added "يْنِ". In the second sentence, the context of the sentence demands that the word الصَّائِمِ must be in the *Jama'* form; therefore, the correct word is الصَّائِمُونَ.

Errors in the aspect (*mufrad-tatsniyah-jama'*) appear quite dominant in student writing, especially when they are faced with the choice of the correct word form according to number. For example, the incorrect form قُلُوبِيْنِ appears because the student uses the *jama'* form of the *taksir* قُلُوب and then adds the suffix *yā'* so that it seems to be *tatsniyah*, even though the correct form is قُلْبٌ+يْنِ, which comes from the *mufrad* قلب. Another example is the use of the word الصَّائِمِ, which should be in the *jama'* form, namely الصَّائِمُونَ, because the subject is plural. These errors arise due to specific intralingual mechanisms. Overgeneralisation occurs when students consider the plural form of the word *ta'*.

*Taksir* to be the more correct base form because they see it more often, leading them to overuse it. Simplification occurs when students simplify the rule to "add يْنِ to make *tatsniyah*," without realising that changes in number must always start from the *mufrad* form. Imperfect rule application occurs when the basic rule that plural subjects must use the plural form is not consistently applied, so that الصَّائِمِ does not change to الصَّائِمُونَ. Rule overlapping occurs when the patterns of the plural form of the word "salim" and the plural form of the word "taksir" are mixed in the learner's memory, leading them to

confuse the two patterns when choosing the correct word form. All of these phenomena demonstrate how learners' internal processes can trigger systematic errors in mastering Arabic number forms. Academically, numerical errors disrupt the precision of information, especially in analytical and descriptive texts that demand accuracy in presenting the data or objects discussed.

### نعت-منعوت Aspect

In Indonesian, *na'at-man'ut* can be interpreted as nature and what is characterised. In Arabic language rules, *na'at* must follow its *man'ut* in 4 things: *I'rab, Nakirah-Ma'rifat, Mudzakar-Muannats* and *'Adad (mufrad, tatsniah, jama')* (Al-Hāzimī, 2010). Of the 138 errors that researchers found, there was one error related to *Na'at-Man'ut*. The errors are as follows:

Table 5. *Na'at-man'ut* errors

الخطأ	الصواب
لَيْسَ الشَّوْقُ أَنْ يَتَحَدَّثَ عَنِ الْمَسَافَةِ وَ لَكِنَّ الشَّوْقُ أَنْ يَتَحَدَّثَ عَنْ حَالَةِ قَلْبَيْنِ مُضْطَرِّبَيْنِ	لَيْسَ الشَّوْقُ أَنْ يَتَحَدَّثَ عَنِ الْمَسَافَةِ وَ لَكِنَّ الشَّوْقُ أَنْ يَتَحَدَّثَ عَنْ حَالَةِ قَلْبَيْنِ مُضْطَرِّبَيْنِ
إِرْتَاحَ الصَّلَفَةِ بَعْدَ الْأَقْطَارِ كَلَّمَا يَتَحَرَّرُونَ مَمَّا يَتَحَرَّرُونَ مَمَّا تَضَيِّقُ بِهِ صُدُورُهُمْ	إِرْتَاحَ الصَّلَفَةِ بَعْدَ الْأَقْطَارِ كَلَّمَا يَتَحَرَّرُونَ مَمَّا يَتَحَرَّرُونَ مَمَّا تَضَيِّقُ بِهِ صُدُورُهُمْ

Based on the context of the sentence, the word بَضَائِع has the status of *Maf'ul bih*, some are read *nasab (mansub)* with the *Jama' Taksir* form and *Nakirah* type. So the correct characteristic بَضَائِع جَيْدَة (الجَيْدَة) is *جَيْدَة*.

The error in the *na't-man'ut* aspect is clearly visible when students write the phrase بَضَائِعَ الجَيْدَة, which should be written بَضَائِعَ الجَيْدَة. Intralingually, this error arises due to several internal learner mechanisms. *First*, overgeneralisation occurs, namely when students assume that "nature always follows *man'ut*" without paying attention to the details of the changes in harakat according to the word's function in the sentence. *Second*, a tendency towards simplification arises, namely, excessive simplification by only looking at the position of the word at the end of the sentence to determine its form, without examining the status of *i'rab* as *maf'ul bih*. *Third*, there is an imperfect rule application, because although students understand the basic concept of the *na't man'ut* relation, they are not yet able to align the four elements at once: *nakirah ma'rifah*, *i'rab*, type (*mudzakkar mu'annats*), and number (*mufrad mutsanna jamak*). Finally, rule overlapping appears when the rule of *jam 'taksir* (which often has the *kasrah* vowel) is mixed with the rule that the attribute in the *mansub* position should have the *fathah* vowel, so that students tend to choose the more "familiar" form according to their mental scheme. This entire mechanism shows that errors are not caused by interference from other languages, but rather originate from students' internal processes in constructing Arabic language rules. Errors in the *na't man'ut* relation can disrupt the clarity of description and the accuracy of the attribute-object relationship in scientific writing.

### منكر-مؤنث

One of the characteristics of Arabic is the existence of gender differences in the formation of a word; in Arabic, it is known as *Mudzakar* (male)-*Muannts* (female). So that Arabic language learners must understand it well and correctly to avoid mistakes.

The simplest characteristic of knowing the word *Mudzakar* or *Muannats* is the presence of (ه) in the word *Muannats* (Al-Baqā', 2011). Of the 138 errors that researchers found, there were seven errors related to *Mudzakar-Muannats*. The errors are as follows:

**Table 6. *Mudzakar-muannts* errors**

الصواب	الخطأ
أَنْجِبَتْ ذَلِكَ الْمَرْأَةُ وَتَنَزَّلَتْ حَيْثِيْنَكَ؟	أَنْجِبَتْ ذَلِكَ الْمَرْأَةُ وَتَنَزَّلَتْ حَيْثِيْنَكَ؟
وَدَّ ذَلِكَ الطَّالِبُ لَوْ يَتَعَلَّمْ طَوْلَ الرَّمَانِ فِي الْمَعْهَدِ	وَدَّ ذَلِكَ الطَّالِبُ لَوْ يَتَعَلَّمْ طَوْلَ الرَّمَانِ فِي الْمَعْهَدِ

In the first sentence, the word المَرْأَةُ is paired with ذَلِكَ. This is not quite right because المَرْأَةُ is female while ذَلِكَ is male. So the correct one is تَنَزَّلَتْ ذَلِكَ. While in the second sentence, the opposite is true, so the correct one is ذَلِكَ يَتَعَلَّمْ.

Errors in the use of the forms مذكر-مؤنث are evident when students write phrases such as ذَلِكَ الطَّالِبُ when it should be تَنَزَّلَتْ ذَلِكَ المَرْأَةُ or تَنَزَّلَتْ ذَلِكَ المَرْأَةُ when it should be ذَلِكَ الطَّالِبُ. Intralingually, these errors arise from several internal mechanisms of the learner. First, overgeneralisation occurs when students assume that the demonstrative form ذَلِكَ is the default form that can be used for all nouns without considering their grammatical gender. Second, simplification appears when they simplify the rules by assuming that, as long as the noun is singular, the use of one demonstrative form is sufficient. Third, imperfect rule application occurs because even though students already know that ذَلِكَ is used for *mudzakar* and تَنَزَّلَتْ for *muannats*, these rules are not applied consistently in spontaneous language production. Fourth, rule overlapping occurs when, in the process of writing quickly, students' attention is more focused on other aspects such as *i'rab* or the meaning of the sentence, so that the rules regarding gender conformity in ism *isyarah* are overridden and ultimately ignored. This error results in an inaccurate meaning, misrepresentation of the agent, and an inaccurate argumentative structure.

#### معلوم-مجهول

In Indonesian, *Ma'lum-Majuhul* is known as an active passive verb. In Indonesian, active verbs are usually preceded by the prefix "me", while passive verbs are preceded by the prefix "di" or "ter". In Arabic, there are two formulas related to Active-Passive verbs, namely passive verbs with past tense (ماضي) and passive verbs with medium or future tense (مضارع). *Madli*'s passive verb formula is ضَمَّ أَوْلَهُ وَكَسِيرَ مَا قَبْلَ الْأَخِيرِ (*dlommah* in the beginning and in the *kasroh* letter before the end), for example: فَتَحَ is passivised to become فُتَحَ (in ضَمَّ أَوْلَهُ وَفُتَحَ مَا قَبْلَ الْأَخِيرِ) Meanwhile, the passive formula of *Mudlori* is يَفْتَحُ (in the initial *dlomah* and in the *fathah* of the letter before the end), for example: يَفْتَحُ is passiveized to يُفْتَحُ (Amīn, 1949). Of the 138 errors that researchers found, there was one error related to *Ma'lum-Majhul*. The error is as follows:

**Table 7. *Ma'lum-majuhul* errors**

الصواب	الخطأ
إِذَا قَامَ الْمُعَلِّمُ، إِذَا سَكَنَ الصَّفَّ، يَبْدَا الدَّرْسُ	إِذَا قَامَ الْمُعَلِّمُ، إِذَا سَكَنَ الصَّفَّ، يَبْدَا الدَّرْسُ

In the sentence above, the word يَبْدَا has an active meaning (will start), while the context of the sentence requires the word to be passive. So, the correct word is يُبْدَا.

Errors in the *ma'lum-majhul* (active-passive) aspect are clearly visible when students write forms such as يَبْدَا, which should be changed to يُبْدَا according to the passive context. Intralingually, this error arises due to several internal mechanisms. Overgeneralisation

occurs when students make the *fi 'il ma 'lūm* the default form so that the *majhūl* pattern is rarely considered, even though the context of the meaning demands it. Simplification is evident from their tendency to use the active form every time they see a "subject," without considering that the subject is meaningful, so that the sentence still requires the passive form. Imperfect rule application occurs because, although students understand the theory of changes to the *majhūl* form—for example, the formula for changes with *damm* in the first letter—they fail to apply it in writing practice, especially when their focus is more on conveying content than on the accuracy of the language form. In addition, rule overlapping causes the active *mudhari'* verb pattern that has automatically stuck in memory (e.g., يَعْلَمُ to cover up the conversion rule to the *majhūl* form يُعَلَّم), so that students unconsciously continue to choose the active structure even though it is not appropriate to the grammatical context. This error results in inaccurate meaning, misrepresentation of the agent, and inappropriate argumentative structure.

### Causes of Student Errors Based on Questionnaires

Based on the results of the questionnaire used in this study, the causes of students' errors in writing Arabic can be traced through two main aspects: educational background and learning motivation. In terms of educational background, the majority of respondents were graduates of public schools or madrasas who studied Arabic on a limited basis and not as their primary language. This made them more proficient in their mother tongue than in Arabic, as one student expressed, "I am more fluent in Indonesian, but I often get confused when I have to write in Arabic." The previous focus on speaking skills also resulted in minimal writing practice; some students even admitted to being afraid of making mistakes when asked to write. Furthermore, many respondents stated that understanding the rules of grammar is a challenge. Although they have memorised several rules, applying them in writing is still difficult. Another student's statement emphasises this: "I memorise grammar, but when I write, I often do not use it, so I make mistakes." Teacher factors also play a role, as some students feel that their teachers often tolerate mistakes, so the use of Fusha Arabic is not a strict requirement in the learning process.

Meanwhile, in terms of learning motivation, the data show that students have a relatively high level of intrinsic motivation. They feel happy and satisfied when learning new material, especially material that aligns with their interests. Extrinsic motivation also appears strong, driven by the hope of obtaining a better job and a more stable life in the future. The desire to achieve and prove academic ability is also an important driving force, as one respondent stated, "I want to prove that I can, so I stay enthusiastic about studying even though it is difficult." However, a small number of students still harbour doubts about job prospects for high school graduates, which, to some extent, affects their focus on studying. Overall, these findings suggest that a combination of linguistic limitations, learning experiences that are less supportive of writing skills, and students' motivational dynamics contributes significantly to the emergence of intralingual errors in their writing.

### Results of The Study Program Coordinator Interview

Based on initial findings regarding students' various difficulties in writing Arabic, the researcher then conducted interviews with the BSA Study Program Coordinator to explore strategic solutions that could be applied in the teaching of *Maharah al-Kitabah*. The study program coordinator emphasised the importance of integrating students' real-life experiences into writing assignments. He explained that "by giving students

assignments relevant to their experiences—for example, writing reports or business letters for those interning at Arabic-speaking institutions—they will be more motivated and more precise in using Arabic." He also proposed the development of project-based learning modules that systematically guide students in writing various types of texts, from scientific articles to short stories, because he believes that "each module ideally contains structure, conventions, sample texts, exercises, and assessment criteria."

The use of technology is also considered crucial. He stated that "various learning applications, online dictionaries, grammar checkers, and transliteration software can help improve students' writing skills." Furthermore, the quality of lecturer feedback needs to be improved through more detailed commentary on the strengths and weaknesses of students' writing. Skills can also be strengthened through intensive training, as "workshops provide opportunities to learn from experts in an interactive and supportive environment."

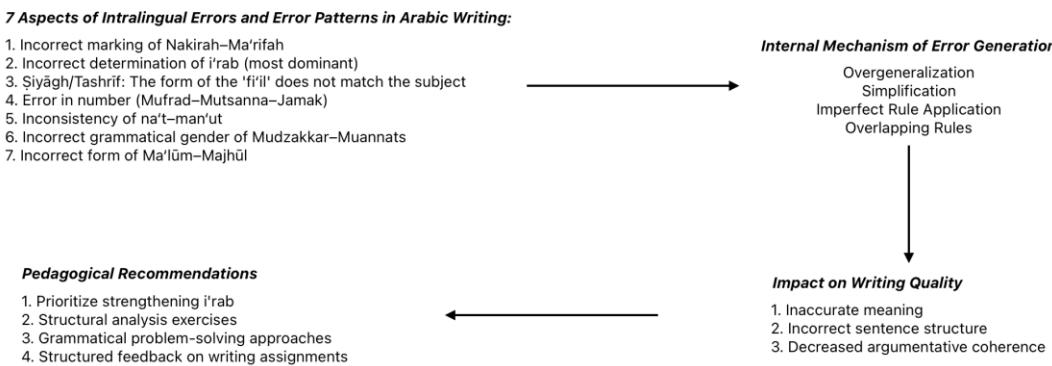
The study program coordinator also encouraged the development of peer mentoring programs that connect experienced students with beginners, as well as the integration of soft skills into learning. He emphasised that "writing assignments should encourage critical thinking, problem-solving, effective communication, and teamwork," for example, through argumentative essays or group presentation projects. Authentic assessments should also be implemented to reflect students' abilities in real-world contexts, as "relevant assessments will demonstrate their ability to apply knowledge meaningfully." He also emphasised flexibility and personalisation of learning, allowing students to choose text types, topics, and writing styles that best suit their interests. Finally, he emphasised the importance of ongoing evaluation, as "student performance data and learning feedback should be analysed to identify the program's strengths and weaknesses, allowing for continuous improvement."

### **Intralingual Analysis of Types of Errors in *Maharah Al-Kitabah***

Based on the overall data, the most dominant error in students' written work is the *i'rab* error, which reaches 87 out of 138 cases (63.04%) and is included in the "frequently occurring" category according to the *Al-Akhtho' Al-Lughawiyyah At-Tahrīriyyah* classification. On the other hand, all other types of errors are in the "rarely occurring" category because their percentages are in the range of 1%–24%, namely *nakirah–ma'rifah* errors (13 cases/9.42%), word forms or *sīghah* (13 cases/9.56%), 'adad or number (2 cases/1.45%), *na't–man'ut* (1 case/0.72%), *ma'lūm–majhūl* (1 case/0.72%), and *mudzakkar–mu'annats* agreement (7 cases/5.07%). This finding confirms that inaccuracy in *i'rab* is the main problem that most frequently occurs, while errors in other aspects only occur sporadically (Radjabova, 2025).

The analysis of 41 students' final assignment files according to Figure 1 identified 138 intralingual errors distributed across seven main aspects of Arabic language structure: *nakirah ma'rifah*, *i'rab*, *siyāgh (tashrīf)*, number (*mufrad-mutsanna-jamak*), *na't man'ut*, *mudzakkar muannats*, and *ma'lūm majhūl*. This classification shows that all errors originate from the learner's internal process in constructing and operating Arabic language rules, not from mother tongue interference. In each aspect, error patterns can be mapped consistently: inaccurate marking of *ma'rifah*, incorrect *i'rab* due to misreading grammatical status, use of a *fi'il* form that does not match the subject, confusion in choosing the number form, inconsistency of *na't man'ut*, grammatical gender deviation, and failure to change the *fi'il* into the passive form when the context

demands it. This mapping confirms that students' intralingual errors are not random, but rather systematic and repeated at specific points in the language structure.



**Figure 1. Conceptual map of intralingual errors in arabic writing: aspects, patterns, internal mechanisms, impacts, and pedagogical recommendations**

The results of the internal mechanism analysis indicate that four dominant processes trigger errors: overgeneralisation, simplification, imperfect rule application, and rule overlapping. Overgeneralization is seen when students apply general patterns, such as making *dhammah* the default harakat, using the most frequently used form of *fi'l*, or choosing *jama' taksir* as the basic form, to all contexts without distinguishing their syntactic functions. Simplification is seen from the tendency to simplify complex rules, for example, assuming that *ال + isim* or *dhamir* always results in the word *ma'rifah*, or that adding *نـ* automatically forms *tatsniyah*. Imperfect rule application occurs when students know the rules but fail to apply them consistently in language production. Rule overlapping occurs when two overlapping rules, such as between *i'rab* and syntactic position, or between grammatical gender and the *isim isyarah* form, confuse learners, causing them to choose the most familiar pattern. Overall, this synthesis yields a comprehensive mapping of the types, patterns, and implications of intralingual errors, which significantly impact the accuracy of meaning, structural accuracy, and argumentative coherence in students' academic writing. These four mechanisms have been described in the error analysis literature as characteristic of intralingual error (Irons, 1987; James, 2013; Richards, 2015).

When viewed through the error framework (Chomsky, 2014; Corder, 2015b), all of these deviations can be categorised as errors because the errors appear repeatedly, consistently, and systematically and cannot be corrected by the students themselves without additional knowledge. This finding supports the view Corder (2015a) that errors reflect transitional competence, namely the developmental stage when learners have not yet built a complete second language system. The significant dominance of *i'rab* errors indicates that students are still at an unstable stage of grammatical development, especially in the aspects of syntactic relations and case marking.

Mapping of 41 final assignment files shows that all errors originate from intralingual errors, not mother tongue interference. This is in line with the estimate Dulay & Burt (1974) that approximately 90% of errors in second language learning are intralingual errors. The patterns found include errors in marking *ma'rifah*, incorrect reading of *i'rab*, errors in the form of *fi'l* for the subject, errors in choosing numbers (*mufrad–mutsanna–jamak*), inconsistencies in *na't–man'ut*, grammatical gender deviations, and failure to differentiate *ma'lūm–majhūl* forms. These patterns are in line with the linguistic

category classification that places errors at the morphological and syntactic levels (James, 2013; Tono, 2003).

In a pedagogical context, these findings reinforce the view Corder (1982, 2015) that errors have strategic value in the learning process. For teachers, the dominance of *i'rab* errors indicates that learning objectives related to syntactic structure have not been adequately achieved and require more targeted interventions focused on grammatical case aspects. For researchers, student errors reveal patterns of Arabic language acquisition unique to Indonesian learners, including the psycholinguistic strategies they use to guess, simplify, or generalise rules. For students, repeated errors provide an opportunity to improve their structural understanding through remedial learning and explicit practice directed at points of difficulty.

This finding is also consistent with the error-causing categories described by Norrish (1983) and James (2013), which state that intralingual errors can arise from misanalysis, incomplete rule application, and linguistic creativity. The fact that the most dominant error is *i'rab* indicates that the Arabic language system, which is based on cases and final marks, has a high level of complexity, thus triggering false generalisation processes in learners. On the other hand, the low frequency of other types of errors indicates that students have some basic understanding, but are not yet able to synthesise all the rules in academic writing.

The findings of this study overlap with a number of previous studies, but also offer new perspectives. First, the dominance of grammatical errors in this study aligns with the findings of Putra & Syamsuddin (2025), who stated that Indonesian students' academic writing is still dominated by morphological, syntactic, and lexical errors. However, unlike their study, which identified the role of first language interference, this study confirms that the errors originate entirely from intralingual mechanisms, with no indication of transfer from the mother tongue. Second, the findings related to errors in *i'rab*, gender, and number align with Rahmafillah & Fahmi (2025) research, which found similar problems in the construction of *ismiyah* numbers in Tsanawiyah students. This indicates that the problem of *i'rab* is indeed cross-level educational and is a vulnerable point in Arabic language mastery.

Third, the systematic error patterns resulting from overgeneralisation and incomplete rule application corroborate the findings of research (Reyza FM & Adila, 2022), which also identified overgeneralisation as the primary cause of student errors. However, this study expands its analysis by demonstrating how overlapping rules contribute to new forms of deviation. Fourth, unlike research Ulhaq & Imron (2024) and Putri (2021), which focused more on *imla'iyah* errors and non-linguistic factors, this study demonstrates that intralingual structural errors are far more prevalent in the context of college-level academic writing.

Fifth, these findings are also related to those of Hill-Madsen (2024) regarding the complexity of intralingual translation. Although the contexts are different, both studies indicate that learners' internal cognitive processes in mapping language structures are a significant source of error. Furthermore, studies such as (Burhanuddin (2024); Ilyas et al. (2024); Kamalia et al. (2022); Pradana & Rahmaini (2024) emphasise the importance of systematic pedagogical strategies and a supportive learning environment in developing language competence. The findings of this study contribute by highlighting specific areas of student weakness, thus providing the basis for designing more targeted

pedagogies, particularly in syntactic reinforcement, contextual *i'rab* exercises, sentence production strategies, and error analysis-based learning.

The results of this study confirm that students' intralingual errors are systematic and patterned, rooted in the internal process of language acquisition rather than in L1 interference, with the dominance of *i'rab* errors as the most critical issue because they directly impact the accuracy of meaning, clarity of structure, and coherence of argumentation in academic writing. These findings indicate the need for Arabic language learning, particularly writing skills, to prioritise strengthening *i'rab*, structural analysis, and grammatical problem-solving exercises as the primary focus of pedagogical interventions to improve students' linguistic competence significantly.

#### IV. CONCLUSION

This study successfully identified, classified, and analysed 138 intralingual errors that appeared in 41 final assignments for English Language and Literature students' *Kitabah* courses. These errors were spread across seven linguistic aspects and rooted in the learners' internal mechanisms. The main findings indicate that four intralingual mechanisms, overgeneralisation, simplification, imperfect rule application, and rule overlap, operate simultaneously and systematically to form error patterns, particularly in *i'rab* and morphology. This condition directly impacts the inaccuracy of meaning, unclear syntactic structure, and the weakening of the quality of students' academic argumentation.

The implications of this study emphasise the need for a learning approach that focuses on cognitive processes, rather than simply memorising rules, through the development of pedagogical interventions based on error analysis, structural remedial modules, and formative assessments sensitive to students' error patterns. The research's conceptual contribution lies in the formulation of the Integrated Intralingual Error Mechanism Model (IIM). This analytical framework maps the functional relationships between the four intralingual mechanisms and their manifestations in written production. This model can serve as a basis for curriculum development, lecturer training, and further research in Arabic academic literacy. This study has limitations, including the limited context of a single study program, reliance on written documents that do not directly capture cognitive processes, and potential recall bias in questionnaires and interviews. Therefore, further research is recommended to use triangulation of cognitive methods such as think-aloud protocols, develop quantitative models of the relationship between mechanisms and error types, and expand the context to various institutions to strengthen the model's generalizability.

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