



## **ANALYSIS OF VARIATION OF SOUND CHANGES IN ARABIC LANGUAGE PHONEMES IN JUNIOR HIGH SCHOOL STUDENTS IN JAVA, INDONESIA**

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### **Abstract**

The purpose of this study was to determine the variation of Arabic sounds pronounced by 8th-grade junior high school students in Java, Indonesia. The method used in this study uses a qualitative method with descriptive analysis with the research subject of 8th-grade junior high school children in Java, Indonesia. The results of the study found variations in sound changes in 8th-grade middle school children in Java, Indonesia.

### **Keywords:**

*Language; Arab; Phoneme; Variation; Students*

## **INTRODUCTION**

Language is a system of sound symbols used by an individual or community to collaborate, interact, or communicate and identify with one another (Nasution, 2017). According to Ibn Jinni, an Arabic linguist said that language is the sounds recited by each community group to convey the meaning of what they say (Nandang, 2018). Language is an element of culture that exists or was born out of basic human needs as an effort or effort to improve civilization. Language also serves as a means of communication between people and other people.

Arabic is the language of the Koran that is now undergoing development. Arabic has been the official language of the United Nations since 1973 (Khalilulullah, 2011). Learning Arabic in Indonesia can be familiar. However, many people still find Arabic difficult to understand. Many students have difficulty learning Arabic, especially when they master the material taught by the teacher.

The purpose of learning a language is generally to be able to use the language correctly and correctly in oral and written communication as stated by Muljanto Sumardi, to be able to use the language both orally and verbally and in writing accurately, to be fluent and free to communicate with people using the language as well as in learning Arabic Miscellaneous knowledge poured into books using Arabic.

Al Quran and Hadith as the main source of Islamic teachings. So, to understand the content, we need to know the Arabic language properly and properly.

Maharah qira'ah or reading ability is the ability to understand the content or written meaning by reciting and digesting it. Ability or ability to read Arabic texts can be seen by several indicators including letters, words, and phrases sound contained in the text of Qira'ah; Recognize the structure of sentences by shading the letters, words, and sentences contained in the qira'ah text and find the meaning of the text read. In learning Maharah Qira'ah activities, a teacher must pay attention to several aspects, one of which is correct letters according to Makhraj and distinguishing sounds from letters that are similar and similar in pronunciation. Therefore, understanding the correct pronunciation of the letters is an important aspect of Maharah Qira'ah. Learning Arabic also requires knowledge of the letters in the language. In Arabic, it means the letter Hijaiyah. This letter is used to write and read the Quran. In Arabic, the pronunciation must be correct based on the justified spelling. A student must also be able to identify and distinguish one letter from another. For students to be able to pronounce the letters correctly, they must be trained to pronounce the letters correctly. Mispronouncing a letter changes or damages the meaning of the word.

Reading and reading the Arabic text must comply with the rules in force. If the spoken pronunciation does not correspond to the applicable rules, this leads to a lack of orientation concerning the meaning that is intended to be conveyed in a spoken text. In learning Arabic there is the science of Al-Ashwat or it can be called the science of phonology. Phonology is a branch of linguistics that studies the sounds of language. In phonology, the main concept is called phoneme, the smallest unit of meaning for the sound of a language that distinguishes its meaning (Aribowo, 2013). Phonemes, or sounds of speech, must be known and understood by students in learning Arabic in advance, before they learn to prepare for the structure and meaning of the language (Amrulloh, 2016). So, phonemes or speech sounds are important sciences to be understood and mastered in Maharah Qira'ah (reading skills) in order not to violate the meaning of the words or sentences being read.

Phoneme errors are common or mostly made by students. Nothing other than because they have not or never learned phonology. Many students could not correctly distinguish and pronounce the sounds of the Hijaiyah letters. So this will prevent students from learning Arabic for the next level. Phonological errors are a form of errors included in linguistic taxonomy. These errors occur at the sound level, be it at the level of words, phrases, sentences, or sentences. There are errors in the phonological aspect of using spoken language, either productively or receptively (Setyawati, 2013). The first step that can be taken to become proficient and proficient in Arabic is to first be able to learn how to read Arabic letters and scripts. Because reading is the starting capital when learning a foreign language. The sound of the letters and the grammar of each language are different. Especially between Indonesian and Arabic, which are very different. When reading Arabic texts, pronunciation errors often occur. It's because of these differences. Sometimes there are still people who equate the pronunciation of Indonesian phonemes with Arabic, where some letters are still pronounced the same, but they are essentially different.

The pronunciation errors of Arabic phonemes that students encounter when reading Arabic texts are not solely the fault of a teacher when teaching students, since the habit of pronouncing a letter is also influenced by the environment in which they live.

At the first opportunity, the researcher found that there were still many difficulties in learning Arabic, especially in the pronunciation of phonemes in reading skills. While the ability to read or sound letters must match the sound of Arabic. Azis (2007) argues that error analysis is all forms of errors in a language, or not conforming to the rules of good and correct use of a language, that need to be corrected or corrected for its use to be better and correct. Veijonen (2008) suggests that the error is a deviation of the

linguistic system, such as grammar, word usage, and language rules. Therefore, it can be concluded that error analysis are various forms of errors, and efforts are made to correct these errors to correctly and correctly use the language that conforms to the rules.

Regarding Al-Ashwat or the phonetic grammar of the language, several phonetic systems must be considered and understood by students when learning Arabic, one of which is the Arabic phoneme or Ashwat 'arabiyyah. There are many cases or problems that frequently arise with errors in the letters Makhorijul, starting with errors in distinguishing the sounds of certain similar letters, such as B. the letter category al-halq, namely خ , ع , then the letter category al-lisan, namely س , ش , letters. And between the letters. Many students still have reading errors. If this happens continuously without improvement, it is bad because it violates the meaning of the word or phrase being read. The focus of this research is only on the pronunciation of the consonant phoneme of the letter al-halq on the letter ح خ and the letter al-lisan on the letter س ش . The analysis is the activity of finding patterns or ways of thinking associated with systematic tests to identify parts, relationships between parts, and their relation to the whole. (Suggiono, 2015). On the other hand, according to Satori and Komariyah (2014), this analysis is an attempt to decompose the problem into parts so that their location can be seen more clearly, and then the true meaning or problem can be known. Based on these two views on the definition of analysis, we can conclude that analysis is a business or activity that is carried out systematically to detect a problem that is occurring at a given moment.

According to Ellis in Tarigan (2011), he argues that error analysis is a workflow that researchers and language educators can use. For its part, according to Setyawati (2010), error analysis is a workflow commonly used by researchers or language teachers that includes the activities of collecting error samples, identifying the errors contained in the sample, explaining the error, classifying the error, and evaluating. the severity of the error. what. Based on this opinion, it can be concluded that error analysis is a workflow that is communicated and used by a researcher or language teacher.

Researchers discovered the problems in learning Maharah Qira'ah and researched to analyze errors in the letters Makhorijul in Maharah Qira'ah in Arabic learning. This is done so that there are no repeated or persistent mistakes and we hope students can spot the mistakes that are common in the letters mkhorijul pronounced when learning Maharah Qira'ah.

## **RESEARCH METHOD**

### **A. Approach and type of research**

This research is a type of qualitative research that uses a descriptive study. Descriptive qualitative research is a systematic, factual, factual description that explains the facts and the relationship between the phenomena studied.

Qualitative research is a form of research that studies the state of natural objects, in which the researcher is the key tool (Sugiyono, 2016). Qualitative research is research that focuses on the issue of quality and not the quantity of the object studied. The qualitative research process does not use statistical methods in its tests, because it prioritizes the depth of the data and not the volume of the data.

The difference between qualitative and quantitative research is that qualitative research focuses more on the formation of a background theory based on concepts that emerge from empirical data. Qualitative research can also be called naturalistic research because this research takes place in natural conditions. The qualitative research method is a research technique that produces qualitatively descriptive data. These data are both

in the form of a person's written and spoken words and the observed behavior.

#### B. Subjects and informants

##### 1. Subject of study

Research topics are topics that researchers consider for research, that is, subjects that are the goal or subject of research. The subjects of this study were Arabic teachers at Mtsn Sragen.

##### 2. Informants of the investigation

An informant is someone who can provide the basic information needed for a study. The informants of this study were the director, deputy director and students of the Mtsn Sragen.

#### C. Data collection techniques

According to Sofyan Siregar (2017), data collection techniques are one of the primary and secondary processes of data collection in a research. Data collection is a very important step because the collected data will be used to solve the studied problem or to verify the hypothesis formulated. . This data collection technique must be present in a study, as it is used as a basis for assembling research tools. The research tool is a set of tools used to collect research data (Kristanto, 2018). In a data collection process it is necessary to have a method that makes them seem relevant in a study. This research uses the method of data collection in the form of observations, interviews and documentaries.

#### D. Data analysis methods

The data analysis technique is the process of systematically searching and collecting data. Data analysis in qualitative research is done by organizing data in a logical and systematic way, and data analysis is done before entering the field, in the field, and after completion in the field or study site. In this study, the researcher used the error analysis method, collecting samples and determining.

## RESULTS AND DISCUSSION

### A. Forms of Phoneme Pronunciation Errors in Reading Skills in Arabic Learning for 8th Grade Students of Mts Negeri 1 Sragen

The 8th grade students of MTs Negeri 1 Sragen have different backgrounds different before entering the madrasa. Previously there have been learn Arabic both from MI / SDIT / Pesantren and some have never learning Arabic. Therefore, in getting to know their Arabic have different experiences. As for those who have learned the language There are still Arabic people who are still wrong in pronouncing Arabic phonemes.

As stated by the Deputy Head of MTs Negeri 1 Sragen curriculum field, namely Mrs. Siti Nur Rukayah, S.Pd that:

“The majority of inputs in MTs N 1 Sragen are from elementary students. 25% of MI. Because here is the border between Central Java and East Java. In Gondang itself does not exist at all MI. The MI input is even from East Java students. So that the majority of students do not know the letters hijaiyah. Even though in the structure of the curriculum, the stages are actually already there know vocabulary and can read hijaiyah letters.” (Interview date 26 March 2022)

The same thing was said by the 8th grade Arabic teacher, Mrs. Lilis Sulistyorini, SS that:

“Regarding the input of HR because for 8th grade students it should be already able to read all at least can read iqro 3. Possibility 60% students cannot read fluently.” (Interview on March 25: 2022)

In connection with this, it can be seen that the background of students who

previously were not graduates of MI / SDIT / Islamic boarding schools are indeed very affect the pronunciation of Arabic phonemes or Arabic letters. Arabic letters yet know let alone read it. In addition, students who previously graduated from MI also still can't read.

Regarding phoneme pronunciation errors, most students have errors on letters that sound similar and look like the shape of the letters like the letter  $\text{س}$  and  $\text{س}$  even the pronunciation of the phonemes of the letters is very different with other letter macros, such as the letter read. Students who experience difficulties in pronouncing Arabic phonemes because they have never studied Arabic before and have studied Arabic but still can't read it properly because before it was only limited just imitate. As stated by one of the students, Sania Aulia Jannah that:

“I just learned Arabic at this Madrasa. Previously I graduated from elementary school. I'm still having trouble distinguishing the letters  $\text{ح}$  and  $\text{خ}$ .” (Interview on March 31, 2022)

Based on the above expression, we can see that the learning experience Arabic students are different. But they still experience the same difficulty in pronouncing Arabic phonemes or makhorijul letters. This matter can occur if students in the learning process are only limited to listen and imitate the teacher only.

Regarding this, to find out the pronunciation errors of phonemes in students' reading ability in learning Arabic for 8th grade students of MTs Negeri 1 Sragen, the researcher asked the students to read a text Arabic language that has been provided and tested one by one reading so that know what went wrong.

The reading provided by the researcher is in the form of Arabic text found in Module. Then during the test, the researcher recorded one by one the students' readings, the researcher listen and play over and over again the student's readings to ensure mistakes made by students when reading the text. That matter The aim of this study was to find out the pronunciation errors of the phonemes that happens to students. so that they can find the focus to be researched and analyzed in the reading section where the error is often found then look for the cause.

At the error collection stage, there are several errors that by students include the pronunciation of the phoneme of the letter al-Lisan and the letter al-Halq  $\text{ء}$ . The next step is classifying the data that is the focus of this research. In this research The focus of the problem is covering the error in pronouncing the phoneme of the letter alLisan  $\text{س}$  and the letter al-Halq  $\text{ء}$ . Many students often make a mistake with the letter.

## B. Forms of Phoneme Pronunciation Errors in Reading Skills in Arabic Learning for 8th Grade Students of State Mts 1 Sragen

Based on the results of observations and interviews, it can be seen that there are phoneme pronunciation errors in 8th grade students related to skills read. To find out the existence of these errors, the researchers also conducted analysis of the error. The researcher conducted this error analysis so that a problem solved immediately.

After doing this analysis, the researcher found that there were errors that made by students, namely phoneme pronunciation errors in skills reading in Arabic learning. According to Ellis and Tarigan (2011) states that error analysis is a work process that can be used by researchers and language teachers. So based on opinion to find out what forms of mistakes were made students need error analysis. In error analysis, there are steps that must be taken so that: The data obtained are well detailed. Steps used in error analysis in this study is to collect samples, identify the error, explain the error, classify the error and evaluate it. As explained by Setyawati (2010) that error analysis is a work process commonly used by researchers or language teachers, which includes activities

collect error samples, identify errors that exist in the sample, describe the error, classify the error, and evaluate the seriousness of the error. Then the opinion of Tarigan (2011) which states that the steps that can be used in error analysis is sample collection, identification of errors contained in the sample, explanation of errors, error classification, and error evaluation.

Language errors from the phonological aspect are errors in pronunciation or pronunciation. Language errors at the phonological level is an error in the linguistic category. In the science of sound or phonology there are two types, namely phonetics and phonemics. The form of the phoneme error is divided into three, namely changing phonemes, adding phonemes, and removing phoneme. (Ramlah, 2001) In this study the researchers focused on errors phoneme pronunciation in the phoneme change category. In line with the presentation from the theory that the results of the error analysis obtained that many Many 8th grade students of MTs Negeri 1 Sragen make mistakes in the form of: change Arabic phonemes.

### C. Factors Influencing Phoneme Pronunciation Errors on Skills Reading in Arabic Learning for 8th Grade Students of Mts Negeri 1 Sragen

Learning a foreign language for non-Arab students will have difficulty. These difficulties will make it difficult for students to understand Arabic. Most students have problems learning Arabic. When learning Arabic, students must master four skills. With each skill, students should experience difficulty, to the point of making mistakes, which ultimately hinder students' understanding when learning Arabic. In particular, on reading skills, which is the focus of the researchers in this study. According to the results of the study through observation and conversation, there are students who make mistakes. When reading Arabic texts, many students who make mistakes cannot even read the same thing. The mistakes made by students when reading Arabic texts are that when reading, the phonemes of letters change, which violate the rules of writing.

According to the above results of the study, there are several factors that affect phoneme pronunciation errors in the reading skills of 8th grade students of Negeri 1 Sragen MC, namely, there are linguistic and non-linguistic factors. Linguistics factor, that is, the students have never studied Arabic before, which makes it difficult for children to correctly pronounce the phonemes of Arabic letters.

While non-linguistic factors are associated with internal and external factors. Internal (psychological) factors include the interest and desire of students to study less, practice less, etc. External factors found include intellectual and environmental factors. If students have a previous SD education that is not related to MI. But there are still those of the MI who make mistakes while reading and there are limited facilities in the madrasah. According to Lamb and Arnold, there are factors that influence early reading, namely physiological, intellectual, environmental and psychological factors. (Asih, 2020)

### **SIMPULAN / CONCLUSION / خاتمة**

Based on the research that the researchers have described in previous chapters, then the forms of phoneme pronunciation errors in reading skills on Learning of Arabic for eighth grade students of MTs Negeri 1 Sragen in the academic year 2021/2022 there are several errors, namely, changing the pronunciation of the letter of the phoneme becomes the word “ .” اهذ، وشاط، والریشت، Then changes the pronunciation of the phoneme of the letter becomes the letter of the word “ .” كثیرة، التامه. Then changes the pronunciation of the phoneme of the letter in letters of the word “ .” فصل، ائه، السلت Change the

يختار، اروها، ”. “ pronunciation of the phoneme of the letter becomes the letter of the word  
 Changes the pronunciation of the letter of the phoneme ". Change Changes اع، لعب، الأخرى  
 في الكلمة للاختار، الأروها، ”. “ in the word for pronunciation of phonemes of letters in letters ع in the  
 word “ .” الأسيب Change the pronunciation of phonemes the letter in the letter of the  
 word “ .” الأسيب Change the pronunciation of the phoneme of the letter in the letter of the  
 word “ .” السباحة، الحكمت Changes the pronunciation of the letter of the phoneme to letters  
 Change the pronunciation of the phoneme from the letter to the letter of the word “  
 .” بعط Change the pronunciation of the phoneme the letter in the letter of the word “  
 .” الأسيب Change the pronunciation of the phoneme of the letter in the letter of the word “  
 .” يختار Changes the pronunciation of the phoneme of the letter to the letter of the word “  
 .” الحكمت Changes the pronunciation of the letter of the phoneme to letters in the word  
 “ .” اروها، يختار Change the pronunciation of the phoneme from letter to letter of the word “  
 . السباحة، المسيح.

The factors that cause phoneme pronunciation errors are: on reading skills in learning Arabic for 8th grade students of MT Negeri 1 Sragen for the academic year 2021/2022 consists of linguistic factors, namely, students I have never learned Arabic before, which makes it hard for the kids pronounce the phonemes of the Arabic letters correctly. While non-linguistic factors related to internal and external factors. Internal (psychological) factors include lack of interest and enthusiasm for student learning, lack of student practice, etc. The external factors found include intellectual and environmental factors. Where the students have educational backgrounds of SD, not MI. However even of ME there are still people who make mistakes when reading and there are limited facilities in the madrasa.

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