

Linguistic Errors in Arabic Writing (*Insyah*) Among Students at SMAIT Al-Arabiyyah Aceh Besar

Baihaqi^{1*}, Salma Hayati², Aulia Rizki³

^{1,2}Arabic Language Education, UIN Ar-Raniry Banda Aceh, Indonesia

³Universiti Utara Malaysia, Malaysia

*Email: 230202188@ar-raniry.ac.id

Phone Number (WhatsApp): 0852 6044 1380

ABSTRACT

Maharah kitabah are one of the four core language skills in Arabic. To enhance writing proficiency in Arabic, this can be realized through the teaching of insyiah. Insyiah refers to the practice of Arabic writing by expressing ideas or thoughts in a structured form in accordance with Arabic grammatical rules. This study aims to analyze the linguistic errors made by students in Arabic writing skills, focusing on 11th-grade students at SMAIT Al-Arabiyyah Aceh Besar. The most frequent errors identified were grammatical mistakes, particularly in the use of i'rab and sharaf. In addition, vocabulary and spelling errors were also common among students. This analysis employs a linguistic approach to identify and classify the types of errors that occur. In this study, the researcher used a data collection technique in the form of a test. The test results were analyzed descriptively. The findings revealed several types of errors in students' insyiah, namely: nahwu errors, sharaf errors, language interference, and imla' errors. Grammatical errors were found to be the most prevalent in students' insyiah compared to other types of errors. These findings underscore the importance of strengthening students' mastery of nahwu and sharaf in insyiah in order to minimize writing errors.

Keywords: Error Analysis; Arabic Linguistics; *Insyiah*

ABSTRAK

Maharah kitabah merupakan salah satu dari empat keterampilan berbahasa Arab. Untuk meningkatkan kemampuan menulis dalam bahasa Arab, dapat direalisasikan melalui pembelajaran insyiah. Insyiah adalah latihan menulis bahasa Arab yang dilakukan dengan cara menuangkan ide atau gagasan dalam bentuk tulisan yang terstruktur sesuai kaidah bahasa Arab. Penelitian ini bertujuan untuk menganalisis kesalahan linguistik yang dilakukan oleh siswa dalam keterampilan menulis bahasa Arab, dengan fokus pada siswa kelas XI di SMAIT Al-Arabiyyah Aceh Besar. Kesalahan yang paling sering ditemukan adalah kesalahan dalam tata bahasa, terutama dalam penggunaan i'rab dan sharaf. Selain itu, kesalahan dalam kosakata dan ejaan juga menjadi masalah umum di antara siswa. Analisis ini menggunakan pendekatan linguistik untuk mengidentifikasi dan mengklasifikasikan jenis kesalahan yang terjadi. Dalam penelitian ini peneliti menggunakan teknik pengumpulan data yang berbentuk tes. Hasil tes dianalisis secara deskriptif. Hasil penelitian ditemukan bentuk-bentuk kesalahan dalam insyiah siswa, yaitu; kesalahan nahwu, sharaf, interferensi bahasa dan kesalahan imla'. Kesalahan aspek nahwu lebih banyak terdapat dalam insyiah siswa dibandingkan aspek-aspek lainnya. Temuan ini menegaskan pentingnya penguatan penguasaan nahwu dan sharaf dalam insyiah, untuk meminimalkan kesalahan menulis siswa.

Kata-kata Kunci: Analisis Kesalahan; Linguistik Bahasa Arab; *Insyiah*

INTRODUCTION

Writing as a tool for binding and storing knowledge is an essential skill in language learning, including Arabic; Arabic is a living and evolving language (Rizqa et al., 2020). Especially in Islamic secondary schools, writing is one of the complex language skills because it requires students to have creative and innovative ideas in expressing structured forms of writing according to Arabic language rules. *Maharah kitabah* are the highest skill among the four language skills (Munawarah & Zulkifli, 2020). For

students as foreign speakers and beginners, there are still many difficulties in *maharah kitabah* and they believe that this skill is the most difficult (Nuramaliah et al., 2021). The ability to write in Arabic has become one of the main focuses in Arabic language learning, as it not only aims to strengthen students' linguistic competence but also to enhance their understanding of Islamic literature, which is mostly written in Arabic. This has a very important role in Islamic education, both as a means of everyday communication and as a primary medium for understanding religious teachings, including reading and understanding the Quran and hadith (Saleh et al., 2024).

The phenomenon of problems faced by students studying Arabic as a foreign language often occurs in the skill of writing, which is the low ability to construct sentences according to the rules of grammar and *sharaf* (Ali Saad Al-Yaari et al., 2013). It was also found that about 40% of Gayo students have difficulty speaking Arabic for the same reasons (Maulidati, 2022). Especially in Indonesia, many students tend to write literally from Indonesian into Arabic, resulting in sentence structures that do not conform to correct Arabic grammar. Many students have not fully understood the rules of *nahwu* and *sharaf*, which leads to difficulties in determining the position of sentences and structuring them correctly in Arabic (Asro & Rohman, 2024). It was also found that students have difficulty understanding the meaning of a sentence, making it hard for them to speak Arabic. Students should be able to understand the meaning of sentences and master vocabulary so that they can speak Arabic with more confidence (Qomari et al., 2022). Similar to the findings of reading and understanding vocabulary difficulties experienced by students of MTs NU Al Falah Jekulo (Huda, 2022). Students rarely write in Arabic because it is considered difficult and they lack motivation (Munawarah & Mustika Ilmiani, 2024). Various forms of phonetic errors are driven by several factors, both internal and external, from the students themselves, the environment, and the family (Jamil & Maulidah, 2023).

The study of error analysis in language is a strategic approach in the field of applied linguistics, particularly in the teaching of a second or foreign language, as it allows for a systematic identification of error patterns and the factors that influence the language acquisition process of learners (Bahrudin Ar Romli et al., 2024). This analysis not only provides an overview of grammatical, lexical, and syntactic errors, but also serves as a basis for designing more effective and targeted learning strategies. Examining various aspects of errors is a prerequisite or foundation for reducing or eliminating errors, which implicitly means improvement in the process (Alaika Nasrullah, 2023). For example, in this study, observations conducted at the Islamic High School Nurul Ilmi Rappolemba in Gowa District found that the majority of students experienced difficulties in composing Arabic, with many errors in the field of *nahwu* and the field of *sharaf* (Jaelani & Bachtiar Syamsuddin, 2021). These findings align with the view that through analyzing language errors, we can identify the mistakes made by second language learners, both in written and spoken communication, that hinder students' communication effectiveness (Fitria et al., 2024).

Thus, error analysis is not only diagnostic but also pedagogical in the context of language learning. The aim of this study focuses on the identification, classification, and analysis of language errors made by twelfth-grade students of SMAIT Al-Arabiyyah Aceh Besar in writing Arabic compositions. Accordingly, this research formulates the research question, namely, "What are the forms of language errors made by students in writing Arabic texts?" Through an error analysis approach, this study is expected to contribute theoretically to the development of interlanguage studies as well as provide practical contributions to teachers in designing more responsive teaching strategies to meet students' needs. By systematically formulating the study, this research aims to serve as a scientific foundation in efforts to improve the quality of teaching *maharah kitabah* in formal educational institutions.

METHOD

The research method used is a descriptive method employing content analysis. This method was chosen because the study was conducted using the *insya' hurrah* test technique on 30 students in the XI grade at SMAIT Al-Arabiyyah Aceh Besar. The data used consists of the *insya'* results from the 30 compositions. This data is then analysed using the following steps: First, identifying the errors found in the students' *insya'*. Second, classifying, which means grouping the students' *insya'* errors by type. Third, analysing, which involves detailing the mistakes made by students and correcting those errors. Figure 1 below shows the stages of the data analysis process carried out.

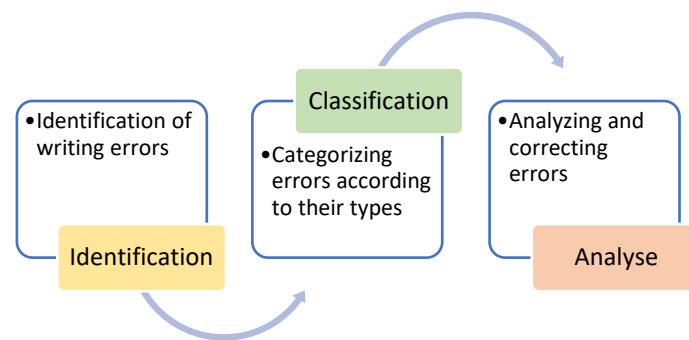


Figure 1. Error Analysis Stages

RESULT AND DISCUSSION

Result

The results of the research related to the analysis of linguistic errors in Arabic among students of class XI at SMAIT Al-Arabiyah can be categorised into four types, namely; 1) *Nahwu*, 2) *Sharaf*, 3) Language interference, and 4) Spelling.

Nahwu

Based on the analysis of student errors at SMAIT Al-Arabiyah Aceh Besar, the researcher found that twenty-three students made writing errors in the aspect of *nahwu* (Arabic grammar).

Table 1. Results of *Nahwu* Errors

No	Sentence	Error	Correction	Error Description
1	قال الله تعالى في السرة البقرة	السرة البقرة	سورة البقرة	The absence of the definite article ال in the annexed noun
2	لماذا مازال الناس	لماذا	ولكن	Interrogation: Placing the question mark in the middle of the word
3	جئت هنا لأجل التعلم اللغة العربية	التعلم اللغة	تعلم اللغة	The omission of the definite article 'al-' in the annexed noun مضاف
4	أجل الطريقة الدراسة	الطريقة الدراسة	طريقة الدراسة	The annexation/addition of the described attribute (adjective).
5	الدراسة هنا بأحوال السيئة	بأحوال السيئة	الأحوال السيئة	The Annexation of the Described Attribute or The Addition of the Described Adjective
6	اللغة والغفلة الذي يصيب كثير من الناس الآن	الذي	التي	The relative pronoun 'allati' (which/who/that - feminine singular) is appropriate for the sentence هي التي
7	بزمان طويلة	بزمان طويلة	زمان طويل	The Annexation of the Described Attribute or The Addition of the Described Adjective.
8	الحياتى في معهد	الحياتى	حياتى	It does not combine without 'al-' (the definite article) and the pronoun.
9	حتى السعة سادسة تقريب	السعة سادسة	الساعة السادسة	The Annexation of the Described Attribute"
10	حتى وقت ظهر	وقت ظهر	وقت الظهر	The Annexation الإضافة and the Annexed-to Noun مضاف إليه

No	Sentence	Error	Correction	Error Description
11	قبل الصلاة الفجر	الصلاة الفجر	صلاة الفجر	to add a genitive (possessive) complement"
12	في اليوم من الأيام	في اليوم	في يوم	Preposed predicate
13	يلعب في ثلاثا	ثلاثا	ثلاث	The genitive noun (ism majrūr) is the noun that is governed by a preposition حرف الجر
14	الحياتنا في معهد	الحياتنا	حياتنا	the absence of 'al-' (the definite article) with pronouns الإضافة
15	صلاه ا عصر	صلاه ا عصر	لصلاة العصر	الإضافة
16	باللغة العربية الفاصلة	الفاصلة	الفصحى	Descriptive phrase
17	هذا عصر	عصر	العصر	الإضافة
18	شيئ الذي نريده	شيئ الذي	الشيئ الذي	The clause that comes after the relative pronoun التي، الذي and provides more information about the noun
19	أستاذ مع أبي وأمي	أستاذ مع أبي وأمي	أستاذن أبي وأمي	The letter ن has been dropped in the verb أستاذن, and the verb does not take a preposition.
20	جاء الجبريل	الجبريل	جبريل	A proper noun اسم العلم appears without the definite article 'al-'.
21	كان أستاذ	أستاذ	الأستاذ	Substitute noun
22	الدين الإسلام كلها	الدين الإسلام	دين الإسلام	the 'possessed' مضاف and the 'possessor' مضاف إليه الإضافة
23	من يدرس علم الشرعي	علم الشرعي	العلم الشرعي	Adjective and Noun described"

Morphological Discussion

Table 2. Results of *Sharaf* Errors

No	Sentence	Error	Correction	Error Description
1	يفعل جريمة	يفعل	يرتكب الجريمة	Choosing the inappropriate verb
2	الملازمة يعني	يعني	تعني	In the pronoun
3	هل هذه الطريقة يوجد	يوجد	توجد	In the pronoun
4	نكل الغداء	نكل	نأكل	What is the morphological pattern (wazn) of the present tense verb for 'we' نحن from the root words يأكل – يأكُل
5	وفي السنة السادسة من عمره تفيت أمه	تفيت	توفيت / توفي	What is the morphological pattern (wazn) of the passive past tense verb from the word (تُوفِّي – يُتَوَفَّى)

Language Interference

Table 3. Result of Language Interference Errors

No	Sentence	Error	Correction	Error Description
1	ليس نحتج الى صوم فقد لكن	ليس نحتج الى صوم فقد لكن	هذا الشهر ليس لصوم فحسب وإنما	Using Arabic with the style of the Indonesian language
2	لأن هنا نحن ندرس	لأن هنا نحن	لأننا	Using Arabic with the style of the Indonesian language
3	لأن هو خير من الدنيا	لأن هو	لأنه	Using Arabic with the style of the Indonesian language
4	نعرف الخير	نعرف الخير	لمعرفة الخير	Using Arabic with the style of the Indonesian language
5	بعد يوم الأول في البيت أتى يوم الثاني	يوم الأول في البيت أتى يوم الثاني	يمضى الأيام بسرعة	Using Arabic with the style of the Indonesian language
6	ذلك العمل صعبة وليس عمل سهلة	العمل صعبة وليس عمل سهلة	ذاك العمل فيه مشقة وصعبة	Using Arabic with the style of the Indonesian language
7	وأطلب من الدعاء حتى أسهل في الدراسة	وأطلب من الدعاء حتى أسهل في الدراسة	أطلب منهما الدعاء لسهولة في الدراسة	Using Arabic with the style of the Indonesian language

Imla'

Table 4. Result of Language *Imla'* Errors

No	Sentence	Error	Correction	Error Description
1	نعام الله عزوجل	نعم الله	نعام الله	
2	أن الله لا يتلعب	لا يتعلب	يتلعب	He intends the word يتلعب – تلعب
3	كثر من لأ مم القديم	لأ مم	الأمم	The Hamzat al-Wasl (connecting hamza) is missing.
4	-	-	-	Spelling mistake
5	في المساء نعمل رياضة	نعمل رياضة	نتريض	
6	ثم اذهب الى	اذهب	أذهب	The word أذهب is written with Hamzat al-Wasl, but it should be with Hamzat al-Qat'.
7	لى الصلاة الفجر	الصلاة الفجر	لصلاة الفجر	The letter ل is written separately
8	إلى من جهستر ينيتد	من جهستر ينيتد	منجستير يونيتيد	The writing of لآ as a proper noun (personal name).
9	في القرن السادس من الميلادية	من الميلادية	من الميلاد	
10	بوصيلة جبريل	بوصيلة	بوسيلة	What is intended is وسيلة, but the letter س is mistakenly replaced with ص
11	فأتوا بصورة من مثله	بصورة	بسورة	What is intended is سورة but the letter س is mistakenly replaced with ص

No	Sentence	Error	Correction	Error Description
12	المدرسة خسة للغة العربية	خسة	خاصة	The writer meant the word خاصة, but wrote it as خسة
13	في كلصبح	كلصبح	كل صباح	
14	-	-	-	The content of the text does not match the topic.
15	قبل ظهر	ظهر	الظهر	The letter ألف is missing in the word الظهر
16	صلاه ا عصر	صلاه ا عصر	لصلاة العصر	
17	-	-	-	The meaning of the text is unclear due to style, structure, and writing
18	في تلك المدرسة	المدراسة	المدرسة	The "alif" is missing in the middle of the word المدرسة.
19	ان القراءة	ان	أن	The hamza is missing in the word أن.
20	-	-	-	The content of the text is not understood due to the style, structure, and writing
21	منهاج الدراسة لجمع الطلاب الناجحين	منهاج الدراسة	المنحة الدراسة	A grant, meaning free of charge.
22	في اللغة العربية والخلقية	الخلقية	الخلوقية	

Discussion

Nahwu

Nahwu is a discipline that analyzes the grammatical rules and functions within a text or sentence, including sentence structure and classification (Nurkholis, 2018). Based on this research, we identified 23 grammatical errors in student writing, primarily within the *nahwu* aspect of Arabic. The most common errors were related to الإضافة structures, such as omitting the definite article ال from the مضاف إليه when it should be definite, incorrect word order between the adjective (نعت) and the noun (منعوت) for example, الطريقة الدراسة should be طريقة الدراسة and inserting unnecessary words into the الإضافة structure, like صلاة ا عصر. Additionally, students made mistakes using الإضافة with pronouns, for instance, writing حياتنا instead of حياتنا. These errors clearly show that students have a weak grasp of Arabic phrase structures.

Next, we also found significant errors in the use of اسم الموصول (relative pronouns). Students frequently didn't differentiate between the masculine (الذي) and feminine (التي) forms. They also showed a lack of understanding that an اسم الموصول must be preceded by a definite noun (معرفة), as seen in the phrase شئ الذي, which should correctly be الشيء الذي. In addition to that, errors in the use of حرف الجر (prepositions) and اسم المجرور (nouns in the genitive case) were quite prominent. An example is يلعب في ثلاثا, which is incorrect because a noun following a preposition should be in the genitive case. Errors like these indicate a lack of student sensitivity to *nahwu* rules in their Arabic writing, often leading to mistakes that alter the intended meaning (Akbar, 2025).

Furthermore, errors were also found in the structure of the *khavar* (predicate). These errors indicated a lack of semantic and pragmatic coherence, which is crucial for understanding written Arabic (Ramadlon et al., 2021). Specifically, there were inconsistencies in the use of indefinite (نكرة) and definite (معرفة) forms, as seen in the phrase في اليوم من الأيام, which doesn't align with the correct rules for presenting a *khavar*.

Similar mistakes appeared in استفهام (interrogative sentences), such as لماذا مازال الناس, which didn't begin with a complete interrogative structure. The writing of اسم العلم (proper nouns) also presented a source of error; for instance, the definitive ال was added to names like الجبريل, which should simply be جبريل.

Errors in the use of Arabic verbs also appeared in the form of selecting verbs that didn't align with the correct structure. For example, أستاذ مع أبي (I ask permission with my father) is grammatically incorrect because the verb أستاذن (to ask permission) is not followed by the preposition مع (with).

This pattern of error indicates a tendency for students to form sentence structures literally based on the logic of their native language, rather than adhering to the syntactic rules of Arabic. This aligns with (Khalid et al., 2021) findings, which state that students often translate sentence structures directly from Indonesian into Arabic without considering the linguistic differences between the two systems, leading to errors in word, phrase, and even clause arrangement.

These findings corroborate previous research indicating that errors in إضافة structures and the use of نعت - منعوت (adjective-noun agreement) are common issues in Arabic language learning among non-native speakers, particularly in madrasah settings (Ma'suq et al., 2024). This reinforces the point that students often overlook syntactic harmony between elements within a phrase, including the relationship between the مضاف إليه and مضاف, as well as between an adjective and the noun it modifies.

Furthermore, (Al-Hamzi et al., 2023) assert that an error is a deviation from correctness, stating that syntactic structural errors are systemic and stem from a weak grasp of *nahwu* rules. Therefore, it can be concluded that these errors reflect fundamental limitations in understanding Arabic grammar, posing a significant challenge to mastering *maharah kitabah* among madrasah students.

Sharaf

Sharaf is a linguistic study that examines changes in word forms aimed at producing variations in meaning with each alteration; without such changes, different meanings would not be acquired (Ida Latifatul Umroh, 2018; Stai & Bulukumba, 2022). Morphological errors in Arabic include inaccuracies in word form selection, discrepancies between a verb (فعل) and its subject (فاعل), issues in conjugation (تصريف), letter changes due to specific rules (اعلال), and inappropriate letter substitutions (Parhan, 2022).

Based on the data obtained, five types of morphological (صرفي) errors were found in students' Arabic writing skills. The first error relates to the collocation of verbs and objects, particularly in the expression يفعل جريمة (he does a crime), which is idiomatically uncommon in Arabic. The correct phrase is يرتكب جريمة (he commits a crime), indicating that students have not yet mastered appropriate verb-noun collocations in specific semantic contexts. This error reflects students' weak collocational competence, which is the ability to choose the correct verb equivalent for a particular object, similar to findings on selecting pronouns for verbs in research (Maulana et al., 2024) research.

The next two errors are related to the incongruence between the verb (فعل) and the pronoun (ضمير). In the sentences الملزمة يعني (the obligation means) and هل هذه الطريقة يوجد (does this method exist), students used masculine verb forms for feminine subjects (مؤنث), whereas, according to *i'rabi* and *sarfi* rules, such subjects require feminine verb forms, namely توجد and تعني. Similar errors involving masculine, feminine, past tense verbs (فعل ماض), and present tense verbs (فعل مضارع) were also found in (Rahmawati & Rahmi, 2021) morphological error analysis in *insya'* (composition).

The fourth error occurred in the present tense (فعل مضارع) form of the root verb أكل (to eat). Students wrote نكل الغداء (we eat lunch), when the correct form is نأكل الغداء. This error indicates a weak understanding of the transformation from the past tense (فعل ماض) to the present tense (فعل مضارع) and the application of appropriate wazan (patterns) for verbs beginning with a *hamzah*. This suggests that the aspect of الأفعال (verb patterns) remains a particular difficulty for some students.

The next two errors concern the incongruence between the verb (فعل) and the pronoun (ضمير). In the sentences الملزمة يعني (the obligation means) and هل هذه الطريقة يوجد (does this method exist), students used masculine verb forms for feminine subjects (مؤنث). However, according to both إعراب (grammatical inflection) and الصرف (morphological) rules, such subjects require feminine verb forms: توجد and تعني respectively. Similar errors involving masculine (مذكر), feminine (مؤنث), past tense verbs (فعل ماض), and present tense verbs (فعل مضارع) were also found in (Rahmawati & Rahmi, 2021) morphological error analysis in إنشاء (composition).

Language Interference

Language interference refers to minor deviations from common linguistic norms in both written and spoken forms (Wijaya & Kholifah, 2023). In this context, Indonesian (L1) significantly influences students' Arabic (L2) sentence construction, whether in writing or speech. Based on the analyzed data, eight types of errors were found, reflecting structural and lexical interference from Indonesian into Arabic.

One of the most apparent forms is sentence structure interference, as seen in ليس نحتاج الى صوم فقد لكن (not only do we need to fast, but also). This is a direct translation of the Indonesian pattern "bukan hanya... tetapi juga," whereas the correct Arabic structure is فحسب، وإنما... ليس.... Additionally, errors in pronoun and conjunction placement were identified, for instance, لأن هنا نحن ندرس (because here we study), which should

be لأننا ندرس هنا (because we study here). This indicates that students tend to follow Indonesian syntactic order when writing in Arabic.

Interference also occurs in verb form selection, such as using نعرف الخير (we know goodness) to mean "to know goodness," which is more appropriately written as لمعرفة الخير (for knowing goodness) in Arabic. This error reflects a failure to differentiate between using a verb (فعل) and a verbal noun (مصدر). Chronological interference is evident in the sentence بعد يوم الأول في البيت أتى يوم الثاني (after the first day in the house came the second day), which shows a linear narrative similar to Indonesian, differing from the natural narrative structure in Arabic. Other errors emerged in lexical and grammatical aspects, such as the sentence ذلك العمل صعبة وليس عمل سهلة (that work is difficult and not easy work), reflecting students' unawareness of the feminine-masculine (مؤنث-مذكر) concept and the نعت-منعوت (adjective-noun agreement) structure in Arabic.

Interference in linguistic style and idioms is also apparent in the sentence وأطلب من الدعاء حتى أسهل في (and I ask for prayer so that it becomes easy in studying), which is a direct translation from Indonesian without considering the common Arabic expression, which should be أطلب منهما الدعاء لتسهيل الدراسة (I ask them for prayer to facilitate studying). Another structural error was found in naming sentences, such as وأعطى اسمه محمد من الجده عبد المطالب (and his name was given Muhammad by his grandfather Abd al-Muttalib), which is influenced by the passive structure of Indonesian, whereas the correct pattern in Arabic is وسماه (and his grandfather named him Muhammad).

These findings indicate that interference from Indonesian remains highly dominant in students' Arabic writing, affecting sentence structure, word choice, thought sequence, and even idioms. (Wafi et al., 2023) emphasize that syntactic interference often occurs because students think in Indonesian before writing in Arabic. Textbooks play a crucial role in shaping students, but content that does not adhere to proper rules can reinforce language interference, especially in syntax. Overall, mother tongue interference proves to be one of the biggest challenges in teaching Arabic *maharah kitabah* to non-native students, particularly in madrasah environments.

Imla'

Imla' is the practice of writing accurately, focusing on the correct form and placement of letters within words and sentences to prevent misinterpretation (Lathifatul Insaniyah et al., 2022). Errors in this area include mistakes in letter formation, incorrect word separation or joining, and confusion between همزة (three-letter past tense verbs), همزة القطع (five-letter infinitive nouns), اسم الإشارة (certain ten nouns), and التعريف (the definite article). Meanwhile, errors with همزة القطع are found in almost all types of sentences, with the exception of فعل ماضى ثلاثي, فعل مضارع, اسم الإشارة, فعل مضارع, فعل مضارع ثلاثي, همزة (present tense verbs) beginning with همزة, فعل مضارع ثلاثي, همزة (four-letter past tense verbs) (Abdul Hafidz Zaid et al., 2025). Our data reveals several types of errors pointing to students' weak grasp of basic Arabic writing rules. First, letter writing errors, or تبادل الحروف, such as writing يتلعب instead of يلعب, or بوسيلة جبريل instead of بوسيلة جبريل, indicate that students struggle to differentiate between similarly sounding letters like seen (س) and saad (ص). These are common phonological errors among beginners. Second, errors in using همزة الوصل and همزة القطع, like اذهب (go!) instead of اذهب, or ان القراءة instead of أن القراءة, highlight a poor understanding of fundamental إملاء rules, as these forms sound alike but have distinct writing conventions. Third, we also found errors involving the addition or omission of letters, such as ظهر (back) instead of الظهر (noon), أم (for nations) instead of الأمم (the nations), or المدرسة (the school) where the correct form is المدرسة. These errors, categorized as سقوط الحرف (letter omission) or زيادة (letter addition), significantly impact meaning and clarity. Fourth, mistakes in writing foreign words or proper nouns (اسم العلم), like من جيهستر ينييتد instead of منجستير يونيتيد (Manchester United), illustrate students' unfamiliarity with correct Arabic transliteration. Lastly, errors in word separation or joining, such as لى الصلاة الفجر (to the dawn prayer) instead of لصلاة الفجر, suggest a lack of morphological understanding, particularly in recognizing the connection between prepositions حرف الجر and the nouns that follow them. The omission of the definite article 'ال' (al-) specifically affects the grammatical completeness of Arabic sentences (Al-Khalifa et al., 2024).

This phenomenon aligns with several prior studies, which state that إملاء errors are among the most dominant for non-native Arabic speakers, including issues with همزة, التاء المربوطة, and similar letters. Similar findings point to difficulties in classifying letters into شمسية and قمرية categories (Nuramaliah et al., 2021). Research also adds that weak mastery of إملاء stems from teaching methods that prioritize grammar (النحو) over writing skills. Furthermore, errors in writing foreign names, like جيهستر ينييتد, arise from unfamiliarity with accurate Arabic transliteration. Overall, spelling errors in students' Arabic writing are primarily caused

by a limited grasp of fundamental إملاء rules. Enhancing students' مهارة الكتابة requires consistent and ongoing practice, alongside careful attention to crucial aspects such as vocabulary (مفردات), grammar (قواعد), rhetoric (بلاغة), and precise diction (Khomsah & Imron, 2020).

CONCLUSION

Based on the research findings, it can be concluded that the Arabic *maharah kitabah* of madrasah students still face various complex challenges, particularly in the areas of nahwu, ṣarf, language interference, and *imla'* (spelling). The dominant grammatical errors include the structure of *na'at-man'ut*, *idhafah*, the use of *harfu jar*, *ism maushul* as well as sentence structure errors in interrogative and nominal forms. In terms of sharaf, students frequently make mistakes in verb collocation, selecting the appropriate verb form based on the *dhamir* (pronoun), and proper verb conjugation. Interference from Indonesian as the first language (L1) is evident in sentence structure, word order, and idiomatic expressions used in Arabic writing. Meanwhile, spelling errors reflect the students' weak mastery in writing Arabic letters, *hamzah washl* and *qat'i*, and the transliteration of foreign names.

This research is expected to contribute to the improvement of Arabic writing instruction in madrasahs, as mentioned in the introduction. The findings reinforce the importance of emphasizing grammatical and phonological aspects in the teaching process of *insya'*, so that students are not only able to write structurally but also comprehend meaning accurately according to Arabic linguistic rules. Thus, there is compatibility between the initial objectives of the research and the results obtained, which underline the importance of mastering the fundamental aspects of the language comprehensively.

This study is limited in scope to a restricted sample size and focuses solely on grammatical errors. Therefore, there remains ample opportunity for further, more in-depth research, such as in the realm of psycholinguistics, comparative studies across educational levels, or exploration of more contextual and communicative teaching methods.

REFERENCES

- Abdul Hafidz Zaid, Syifa Firdausi Putri, & Reyka Mei Anggraini. (2025). *Analysis Of Nahwu Errors In Hamzah Washl And Hamzah Qath'i Class 5 KMI At Gontor For Girls/* تحليل الأخطاء النحوية في همزة الوصل وهمة القطع لدى الطالبات الصف الرابع بمعهد كونتور للبنات. 8, 205–212. <https://ejournal.uin-malang.ac.id/index.php/ijazarabi/article/view/29119/12154>
- Akbar, D. (2025). تحليل الأخطاء الإملائية والخطية في الكتابة العربية لطلبة المدرسة الثانوية باب السلام تامبار جوكوراطا جومبانج. *Jiluna Arabiyah: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab*, 2(1), 1–14. <https://doi.org/10.61181/jiluna.v2i1.463>
- Alaika Nasrullah, M. (2023). Kesalahan Penerjemahan Bahasa Indonesia-Bahasa Arab (Studi Kasus Hasil Terjemahan Mahasiswa Prodi Pendidikan Bahasa Arab IAIDA Blokagung Banyuwangi). In *Jurnal Kajian Ilmu Pendidikan Bahasa Arab* (Vol. 3, Issue 2). Online.
- Al-Hamzi, A. M. S., Nababan, M., Santosa, R., Djatmika, Sumarlam, & Yustanto, H. (2023). Frequent Linguistic Errors in the Writing of Yemeni EFL Arabic-Speaking Learners. *Studies in English Language and Education*, 10(1), 350–368. <https://doi.org/10.24815/siele.v10i1.26022>
- Ali Saad Al-Yaari, S., Saleh Al Hammadi, F., & Ayied Alyami, S. (2013). Written Grammatical Errors of Arabic as Second Language (ASL) Learners: An Evaluative Study. *International Journal of English Language Education*, 1(2), 143–166. <https://doi.org/10.5296/ijele.v1i2.3063>
- Al-Khalifa, H., Al-Khalefah, K., & Haroon, H. (2024). Error Analysis of Pretrained Language Models (PLMs) in English-to-Arabic Machine Translation. *Human-Centric Intelligent Systems*, 4(2), 206–219. <https://doi.org/10.1007/s44230-024-00061-7>
- Asro, D. N., & Rohman, F. (2024). Tatbiq Toriqoh Al Qawaid Wa Tarjamah Fi Tanmiyati Maharatul Kitabah. *El-Tsaqafah: Jurnal Jurusan PBA*, 22(2), 133–152. <https://doi.org/10.20414/tsaqafah.v22i2.8012>
- Bahrudin Ar Romli, F., Cecep Abdul Azis, M., Mulyanto, D., Umri Siregar, Z., & Sunan Gunung Djati Bandung Correspondence, U. (2024). Analisis Kesalahan Berbahasa Dalam Bahasa Arab Di Sekolah (Studi Penelitian Di MA Cimpaka Sumedang). In *Jurnal Sastra dan Bahasa* (Vol. 3, Issue 4). <http://jurnal.anfa.co.id/index.php/sabda>
- Fitria, F., Maliyanah, A. A., & Sabila, A. N. (2024). *BAHTERA: Jurnal Pendidikan Bahasa dan Sastra*. 23, 30–39. <http://journal.unj.ac.id/unj/index.php/bahtera/>

- Huda, M. (2022). *Difficulties in Learning Arabic Vocabulary (Mufradat) Students of MTs NU Al Falah Jekulo Kudus*. 3, 291–304. <http://yphn.ac.id/ejournal/index.php/Alhikmah/index>
- Ida Latifatul Umroh. (2018). *Analisis Kesalahan Berbahasa Arab Mahasiswa Universitas Islam Darul 'ulum Lamongan Jurusan Pendidikan Bahasa Arab*. 5. <https://e-jurnal.unisda.ac.id/index.php/dar/article/view/1318>
- Jaelani, M., & Bachtiar Syamsuddin, M. (2021). *AL-FASHAHAH: Journal Of Aarabic Education, Linguistics, And Literature Analisis Kesalahan Penulisan Insya' Siswa Kelas XI SMA Islam Nurul Ilmi Rappolemba Kabupaten Gowa* (Vol. 1, Issue 2).
- Jamil, K., & Maulidah, N. H. (2023). Analysis of Phonetic Errors in Reading Arabic Texts for Junior High School Students. *Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme*, 5(1), 771–784. <https://doi.org/10.37680/scaffolding.v5i1.2709>
- Khalid, S. M., Sanusi, A., Maulana, D., Tatang, T., & Al Farisi, M. Z. (2021). The Analysis Of Semantic Grammatical Error In Varius Arabic Translations. *Arabi : Journal of Arabic Studies*, 6(1), 15. <https://doi.org/10.24865/ajas.v6i1.315>
- Khomsah, A. F., & Imron, M. (2020). Pembelajaran Bahasa Arab Melalui Kolaborasi Metode Questioning Dan Media Kahoot. In *Jurnal Pendidikan Ilmiah* (Vol. 5, Issue 1). <https://ejournal.kopertais4.or.id/mataraman/index.php/tarbiyatuna/article/view/3867/2938>
- Lathifatul Insaniyah, A., Yurika, U., & Kumala, N. (2022). *Analisis Kesalahan Menulis Bahasa Arab Dalam Pembelajaran Imlā* (Vol. 2, Issue 1). Online.
- Ma'suq, A. T., Huda, M. M., & Irawan, B. (2024). Analysis of Syntactic Errors in Arabic Textbook-Based Instructional Materials and Their Implications for Arabic Learning at Madrasah Aliyah. *Ta'lim al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban*, 8(1), 85–102. <https://doi.org/10.15575/jpba.v8i1.33580>
- Maulana, B. W., Irawan, B., & Huda, M. M. (2024). Morphological Errors In Teaching Composition At AL-Qodiri Islamic Boarding School's Arabic Language Center In Jember. *Abjadiah : International Journal of Education*, 9(1), 96–104. <https://doi.org/10.18860/abj.v9i1.25269>
- Maulidati, M. (2022). Su'ūbāt Ta'allum Mahārah al Kitābah Wa Ṭuruq 'Ilājihā Fī Qism Ta'lim al Lughah al 'Arabiyyah Jāmi'ah Takengon. *EL-MAQALAH: Journal of Arabic Language Teaching and Linguistics*, 3(2), 116–127. <https://doi.org/10.22373/maqalah.v3i2.2235>
- Munawarah, R., & Mustika Ilmiani, A. (2024). *Factors of difficulties in learning the Arabic language for students*. 04, 55–63. <https://e-journal.iain-palangkaraya.ac.id/index.php/jofllt/article/view/8810>
- Munawarah, & Zulkifli. (2020). *Loghat Arabi: Jurnal Bahasa Arab & Pendidikan Bahasa Arab Pembelajaran Keterampilan Menulis (Maharah al-Kitabah) dalam Bahasa Arab*. 1(2).
- Nuramaliah, I., Haniah, H., & Hamzah, A. A. (2021). Analisis Kesalahan Imlā' Dalam Pembelajaran Bahasa Arab. *Shaut al Arabiyyah*, 9(2), 207–221. <https://doi.org/10.24252/saa.v9i2.23582>
- Nurkholis. (2018). *Analisis Kesalahan Berbahsa Dalam Bahasa Arab*. <https://e-journal.metrouniv.ac.id/al-fathin/article/download/1186/1015/3334>
- Parhan, G. M. (2022). Taksonomi Linguistik, Analisis Kesalahan Bahasa Dalam Pemebelajaran Insya. *Ta'limi: Journal of Arabic Education & Arabic Studies*, Vol. 1 No. 2, Juli 2022, 1. <https://journal.stain-nuruliman.ac.id/index.php/tlmi/article/view/39>
- Qomari, V. A., Kaputra, S., Namira, S., Febriani, A., Nasution, A. R., & Arifin, Z. (2022). *International Journal of Multidisciplinary Research of Higher Education Problems of Students in Learning Arabic Language at Madrasah Aliyah*. <http://ijmurhica.ppj.unp.ac.id/index.php/ijmurhica>
- Rahmawati, R. A. P., & Rahmi, N. (2021). Analisis Kesalahan Morfologi Dalam Insya. *An Nabighoh: Jurnal Pendidikan Dan Pembelajaran Bahasa Arab*, 22(02), 243. <https://doi.org/10.32332/an-nabighoh.v22i02.2311>
- Ramadlon, A., Busri, H., Elmubarak, Z., Bahasa Asing, J., Bahasa dan Seni, F., & Negeri Semarang, U. (2021). Journal of Arabic Learning and Teaching (Terakreditasi Sinta 4) Mubtada' (Topic) Dan Khabar (Comment) Dalam Kitab Safinatun Naja Karya Syekh Salim Bin Abdullah Bin Said Bin Sumair Al Hadramiy (Analisis Sintaksis). In *Lisanul Arab* (Vol. 10, Issue 2). <http://journal.unnes.ac.id/sju/index.php/laa>
- Rizqa, Mahmud, S., & Safariah. (2020). تحليل الكتاب المدرسي للغة العربية في المرحلة الابتدائية بمدخل scientific (الإبتدائية بمدخل). In *LISANUNA* (Vol. 10, Issue 1). <https://jurnal.ar-raniry.ac.id/index.php/lisanuna/article/view/7810/4643>

- Saleh, Z., Murtadlo, N., Rosyidi, A. W., & Hidayah, E. Z. (2024). The Analysis of Arabic Learning Error in Student of Madrasah Tsanawiyah. *AL-ISHLAH: Jurnal Pendidikan*, 16(3). <https://doi.org/10.35445/alishlah.v16i3.5776>
- Stai, S., & Bulukumba, A.-G. (2022). *Analisis Kesalahan Berbahsa Arab Dan Implikasinya Pada Makna*. 1, 60–72. <https://doi.org/10.21092/a.ajie.v1i1.xxxx>
- Wafi, H., Hidayati, N., Hakim, F. R., & Muhajir, M. (2023). Kesalahan dan Interferensi Bahasa Pada Buku Ajar Bahasa Arab Madrasah Tsanawiyah. *Arabi: Journal of Arabic Studies*, 8(1), 95–107. <https://doi.org/10.24865/ajas.v8i1.554>
- Wijaya, M., & Kholifah, A. (2023). Kesalahan Penulisan Bahasa Arab dalam Pembelajaran Imla' bagi Siswa Kelas IV Madrasah Ibtida'iyah. *Jurnal Educatio FKIP UNMA*, 9(2), 956–963. <https://doi.org/10.31949/educatio.v9i2.4887>