

Error Analysis of Mudzakkar and Muannats Usage among Indonesian University Students Learning Arabic

Ahmad Fikri^{1*}, Harisah²

^{1,2} Arabic Language Education, IAIN Kerinci, Indonesia

*Email: fikrinurdianahmad@gmail.com

Phone Number (WhatsApp): 0857 1006 7685

ABSTRACT

Grammatical gender is one of the most challenging morphosyntactic features of Arabic, requiring agreement between masculine (mudzakkar) and feminine (muannats) nouns and other sentence elements, including verbs, adjectives, demonstratives, and pronouns. This study aims to analyze students' error patterns in the use of mudzakkar and muannats and identify the factors contributing to these errors. A descriptive qualitative approach employing error analysis was used. Data were collected through a written tests administered to 28 students enrolled in an Arabic Language Education program at an Indonesian university. The data were analyzed through error identification, classification, and interpretation. The findings indicate that the most frequent errors involved nouns adjective gender agreement, followed by subjects verbs agreement and the use of demonstratives and pronouns. These errors were mainly attributed to first language interference, limited vocabulary, and insufficient contextual practice. The findings highlights the importance of contextualized, usage based Arabic grammar instruction to improve learners' mastery of gender agreement.

Keywords: Arabic Language; Error Analysis; Gender Agreement; Mudzakkar; Muannats.

ABSTRAK

Gender gramatikal merupakan aspek morfosintaksis yang paling kompleks dalam bahasa Arab karena menuntut kesesuaian antara isim mudzakkar (maskulin) dan muannats (feminin) dengan kata kerja, kata sifat, kata tunjuk, dan kata ganti. Penelitian ini bertujuan menganalisis pola kesalahan mahasiswa dalam penggunaan mudzakkar dan muannats serta mengidentifikasi faktor penyebabnya. Penelitian menggunakan pendekatan deskriptif kualitatif dengan metode analisis kesalahan berbahasa. Data penelitian diperoleh melalui tes tertulis terhadap 28 mahasiswa program studi Pendidikan Bahasa Arab di salah satu Perguruan Tinggi Islam di Indonesia. Analisis data dilakukan melalui identifikasi, klasifikasi, dan interpretasi kesalahan. Hasil penelitian menunjukkan bahwa kesalahan yang paling dominan terjadi pada kesesuaian gender antara kata benda dan kata sifat, diikuti kesalahan antara subjek dan kata kerja serta penggunaan kata tunjuk dan kata ganti. Kesalahan dipengaruhi oleh interferensi bahasa pertama, keterbatasan kosakata, dan kurangnya latihan kontekstual. Temuan ini menegaskan pentingnya pembelajaran tata bahasa Arab yang kontekstual dan berbasis penggunaan bahasa untuk meningkatkan penguasaan gender agreement.

Kata-kata Kunci: Analisis Kesalahan, Bahasa Arab, Gender Agreement, Mudzakkar, Muannats

INTRODUCTION

Arabic is a language with a complex grammatical system, especially in terms of *grammatical gender that distinguishes* between isim mudzakkar (*masculine*) and muannats (*feminine*). In Arabic grammar, gender differences affect the suitability of grammatical elements such as verbs (*fi'il*), adjectives (*na't*), and pronouns (*dhamir*). Therefore, mastery of the gender system is an important aspect in achieving the accuracy of sentence structure in Arabic. A number of linguistic studies show that understanding gender agreement is a basic competency that must be possessed by learners of Arabic as a second language (*second language acquisition*) because this system affects the morphosyntactic relationship between elements in sentences (Al-Thubaiti, 2025; Syihabuddin et al., 2024). Recent research also confirms that gender conformity is one of the most complex morphosyntactic components of Arabic acquisition because it

involves the interaction between morphological forms, noun classes, and semantic factors in sentence structure (Aljadani, 2019; Shehata, 2024).

In the study of second language acquisition, the phenomenon of language errors is an integral part of the learning process. Errors are seen as a natural stage in the development of language competence as learners gradually build an internal language system through a process of hypothesis, testing, and adjustment to the rules of the target language. Thus, mistakes not only reflect failures in the use of language, but also become indicators of learners' cognitive development as well as indicate linguistic aspects that have not been fully mastered (Binaningrum, 2007). Therefore, analysis of language errors can provide important information about the language acquisition process as well as the difficulties faced by learners in understanding the target language system.

In the context of learning Arabic in Indonesia, a number of studies show that grammar teaching still tends to be oriented towards traditional approaches that emphasize mastery of rules through memorization rather than application in the context of real communication. An approach that places too much emphasis on grammatical rules without contextual practice often causes students to understand the rules theoretically, but have difficulty applying them in language practice. This condition has implications for the emergence of repeated and systemic grammatical errors in student language production, especially in the morphological aspects and suitability of sentence structure. In addition, grammatical errors in second language learners are also often influenced by first language interference and limited experience in communicative use of the target language (Mubarak & Nur'aisyah, 2020; Muftah, 2023).

Although research on grammatical errors in Arabic learning has evolved in recent decades, most studies still focus on identifying forms of error at the level of novice learners or school students with a descriptive approach. The study generally highlights morphological or syntactic errors in general without paying special attention to the dynamics of errors in *the grammatical aspects of gender*, particularly the relationship between *isim mudzakkar* and *muannats* in Arabic sentence structure. In fact, in the Arabic morphosyntax system, gender conformity is not only related to the form of nouns, but also affects the harmony between sentence elements such as verbs, adjectives, and pronouns. A number of studies in the study of second language acquisition show that mistakes in *gender agreement* are one of the most persistent forms of mistakes in learners who come from languages without a grammatical gender system, such as Indonesian (Alsaedi, 2025; Ridge, 2013).

In Indonesia, research on language errors in Arabic learning has indeed been carried out by several researchers, especially in the form of grammatical error analysis or mother tongue interference studies. However, most of the research is still limited to identifying the types of errors without systematically attributing them to the cognitive and pedagogical factors behind them. In addition, research that specifically examines the misuse of *mudzakkar* and *muannats* in Arabic language learners at the university level is still relatively limited. This condition shows that there is a *research gap* in understanding how grammatical gender errors arise, develop, and are influenced by various factors in the context of learning Arabic as a second language in the Indonesian academic environment (Khitam, 2025; Saleh et al., 2024).

Based on these gaps, this study positions itself within the framework of applied linguistics studies that focuses on the analysis of errors in second language acquisition. In particular, this study seeks to examine more comprehensively the pattern of errors in the use of *isim mudzakkar* and *muannats* in Arabic language learners in Indonesia, as well as to trace the factors that influence the occurrence of these errors. The *novelty* of this research lies in the integration between *the error analysis* approach, the perspective of second language acquisition, and the pedagogical context of Arabic language learning in higher education. Thus, this study not only identifies forms of error linguistically, but also explores the relationship between these errors and internal learners—such as first-language interference and limited vocabulary mastery—as well as external factors related to learning approaches and grammar teaching practices (Alsaedi, 2025; Muftah, 2023; Ridge, 2013).

Based on this conceptual framework, this study is designed to answer the following research questions: What are the forms of student mistakes in the use of *isim mudzakkar* and *muannats* in Arabic? And What are the factors that cause these errors in the Arabic language learning process?

In line with the research question, the purpose of this study is to identify and descriptively analyze the pattern of errors in the use of *isim mudzakkar* and *muannats* carried out by Arabic language learners, as well as to explore the factors that influence the occurrence of these errors in the context of learning Arabic as a second language. The results of this study are expected to make a theoretical contribution to the development of *error analysis* studies in Arabic language learning and provide practical implications for

the development of Arabic grammar learning strategies that are more contextual and effective in the university environment.

METHOD

This study uses a qualitative descriptive approach with a language error analysis method. This approach was chosen because the research aims to identify and systematically describe the forms of mistakes made by students in the use of *isim mudzakkar* and *muannats* in Arabic. In the study of second language acquisition, error analysis is a method used to examine the pattern of learners' errors in order to understand the process of internalizing the target language rules and the linguistic difficulties they experience (Ding, 2021; Krashen, 2004). Through this approach, the research not only describes the form of error, but also seeks to interpret the factors that underlie it in the context of learning Arabic as a second language.

The subject of this research is a student of the Arabic Language Education Study Program at one of the universities in Indonesia who is taking an Arabic grammar course (*nahwu*). The selection of participants was carried out purposively taking into account that the students had acquired the basics of Arabic grammar and were studying grammatical structures related to the use of *mudzakkar* and *muannats*. The number of participants in this study ranged from 25–30 students, which was considered adequate to illustrate the pattern of errors that arise in the context of Arabic language learning at the university level. In descriptive qualitative research, a relatively limited number of participants can still provide rich information about the phenomenon being studied because the focus of the research lies on the depth of data analysis, not on statistical generalizations (Creswell & Creswell, 2018).

Data collection in this study was carried out through the following techniques:

First, Written Test. The written test is used to determine the ability of students to use *isim mudzakkar* and *muannats* in Arabic sentence structure. This test consists of several question items that require students to determine the right word form and arrange sentences by paying attention to gender suitability in sentence elements such as nouns, verbs, adjectives, and pronouns.

Second, Document Analysis. Document analysis was carried out by examining students' answers on the written test sheet. This technique allows researchers to identify forms of errors that appear in the use of Arabic grammatical structures. Document analysis is often used in applied linguistics research to systematically examine the production of learners' languages (Bowen, 2009).

Third, Error Classification. Once the errors are identified, the next step is to classify the errors based on their type. Error classification is carried out by referring to the category of errors in the analysis of language errors which include morphological errors, *agreement* errors, and errors in the use of word forms in the context of sentences.

Data Analysis

The research data was analyzed using a language error analysis procedure consisting of several stages. First, Error Identification: Identifies errors that appear in students' answers to written tests. Second, Error Classification: Grouping errors based on their type, especially those related to the use of *isim mudzakkar* and *muannats* and gender suitability in sentences. Third, Error Quantification: Calculate the frequency of occurrence of each type of error to find out the most dominant error pattern. Fourth, Error Interpretation: Interpret possible causes of errors based on the perspective of second language acquisition, such as first language interference, limited vocabulary mastery, and the influence of learning methods.

These stages of analysis refers to the error analysis procedure commonly used in second language acquisition research which includes the identification, classification, description, and interpretation of learner errors (Muftah, 2023; Yang, 2008).

Data Presentation

The results of data analysis are presented in a qualitative descriptive manner by explaining the pattern of errors found in the use of *isim mudzakkar* and *muannats*. In addition, the frequency of errors is also presented in the form of a table to provide a clearer picture of the types of errors that most often occur in Arabic language learners.

RESULT AND DISCUSSION

Result

Overview of Misuse of *Mudzakkar* and *Muannats*

Analysis of written test answers conducted by 28 students showed that mistakes in the use of *isim mudzakkar* and *muannats* still occur quite often in the production of Arabic sentences. From the total 25 questions given, a total of 132 grammatical errors related to gender incompatibility in sentence structure were obtained. These errors include several aspects of morphosyntax, including errors in determining the gender of nouns, errors in the compatibility between subject and verb (*verb agreement*), errors in the compatibility between nouns and adjectives (*adjective agreement*), and errors in the use of the word designation (*ism isyārah*).

These findings show that the gender system in Arabic is still one of the grammatical aspects that is quite difficult for students who learn Arabic as a second language. Errors not only appear in the choice of noun forms, but also in other sentence elements that must adjust the gender of the noun.

Distribution of Types of *Mudzakkar* and *Muannats* Usage Errors

Based on the results of the analysis of student writing data, five main categories of errors in the use of *mudzakkar* and *muannats* were found. The distribution of these types of errors is presented in Table 1.

Table 1. Distribution of Types of *Mudzakkar* and *Muannats* Usage Errors

No	Error Types	Frequency	Percentage
1	Verb agreement mismatch	42	31.8%
2	Adjective agreement mismatch	33	25.0%
3	Wrong use of <i>isim isyarah</i>	24	18.2%
4	Gender determination errors of nouns	21	15.9%
5	Misuse of <i>dhamir</i>	12	9.1%
	Total	132	100%

Based on Table 1, it can be seen that the most dominant mistake made by students is the mistake of conformity between subject and verb *agreement* with a percentage of 31.8%. This error is followed by a 25.0% error in the compatibility between nouns and adjectives.

Meanwhile, the misuse of *isim isyarah* ranks third with a percentage of 18.2%, followed by the misdetermination of the gender of nouns at 15.9%. The least error found was the error in the use of pronouns (*dhamir*), which amounted to 9.1% of the total errors analyzed.

Error Distribution Visualization

To provide a clearer picture of the degree of dominance of each type of error, the distribution of the error of using *mudzakkar* and *muannats* is also presented in the form of a graph in Figure 1.



Figure 1. Distribution of Types of *Mudzakkar* and *Muannats* Usage Errors

The graph shows that mistakes related to gender suitability in sentence structure are the most dominant mistakes made by students. This can be seen from the high percentage of errors in the aspects of *verb agreement* and *adjective agreement* which together account for more than half of the total errors found.

These findings show that the main difficulty for students does not only lie in determining the gender of nouns lexically, but especially in the application of the principle of gender conformity in the relationship between sentence elements, such as the relationship between subject and verb as well as between nouns and adjectives. In other words, student problems arise more at the level of syntactic structure than just the introduction of the gender category of words.

Authentic Examples from Students' Responses

To provide a clearer picture of the types of errors produced by students, several authentic examples from students' written answers are presented in Table 2.

Table 2. Examples of Mudzakkar and Muannats Errors in Students' Responses

No	Student's Answer	Correct Form	Type of Error
١	قَرَأَ الطَّالِبَةُ الْكِتَابَ	قَرَأَتْ الطَّالِبَةُ الْكِتَابَ	Verb Agreement
٢	الْبِنْتُ جَالِسٌ فِي الْفَصْلِ	الْبِنْتُ جَالِيسَةٌ فِي الْفَصْلِ	Subject-Predicate
٣	هَذَا سَيَّارَةٌ جَمِيلَةٌ	هَذِهِ سَيَّارَةٌ جَمِيلَةٌ	Demonstrative
٤	هَذِهِ قَلَمٌ جَمِيلٌ	هَذَا قَلَمٌ جَمِيلٌ	Gender Noun
٥	الْمُعَلِّمَةُ شَرَحَ الدَّرْسَ	الْمُعَلِّمَةُ شَرَحَتْ الدَّرْسَ	Pronouns (<i>Dhamir</i>)

As shown in Table 2, most student errors are related to mismatches between grammatical forms and the gender of the nouns that function as subjects in the sentences. These errors indicate that some students tend to apply general word forms without adjusting them according to gender agreement rules in Arabic grammar.

General Patterns of Errors Students' Errors in Written Responses

First, Verb Agreement (Fi'il – Fa'il/ Predicate– Subject) Error

Another frequently occurring pattern concerns the incorrect use of verb forms that do not correspond to the gender of the subject. This can be observed in the following example:

Student's answer: قَرَأَ الطَّالِبَةُ الْكِتَابَ

Here, the verb قَرَأَ is used in its masculine form even though the subject الطَّالِبَةُ is feminine. The correct form should be:

Correct sentence: قَرَأَتْ الطَّالِبَةُ الْكِتَابَ

This error suggests that students still experience difficulties in applying the rules governing verb inflection according to the gender of the subject in Arabic sentences.

Errors similar to this category occur when students use verb forms that do not match the subject's gender in a sentence. In Arabic grammar, verbs must conform to the gender of the subject, both in masculine (*mudzakkar*) and feminine (*muannats*) forms. The mismatch between the verb form and the subject's gender causes the sentence to be inconsistent with the grammatical rules of the Arabic language. One example of errors found in student answers is as follows.

Student's answer: شَرَحَ الْمُعَلِّمَةُ الدَّرْسَ

Correct sentence: شَرَحَتْ الْمُعَلِّمَةُ الدَّرْسَ

In the sentence, الْمُعَلِّمَةُ the subject (female teacher) demands the use of the feminine verb form. However, students use the masculine form شَرَحَ, so there is a mismatch between the subject and the verb. These examples show that some students do not fully understand the rules for changing the form of verbs based on the gender of the subject.

Second, Subject–Predicate (*Mubtada`-Khabar*) Gender Agreement Errors

In addition to the tabulated data, the analysis of students' written responses reveals recurring patterns of grammatical errors. One common pattern involves the incorrect use of predicate that do not match the gender of the noun they modify. For instance, one student produced the following sentence:

Student's answer: الْبِنْتُ جَالِسٌ فِي الْفَصْلِ

In this sentence, the adjective جَالِسٌ is in the masculine form, whereas the noun الْبِنْتُ (the girl) is feminine. Grammatically, the adjective should also appear in the feminine form:

Correct sentence: الْبِنْتُ جَالِيسَةٌ فِي الْفَصْلِ

This error indicates that the student has not fully applied the principle of agreement between nouns and adjectives in Arabic grammar.

Third, Demonstrative Pronouns (*Isim Isyarah*) Errors

Another type of error identified in this study relates to the use of demonstrative pronouns such as هَذَا and هَذِهِ. In Arabic grammar, demonstrative pronouns must agree with the gender of the noun they refer to. An example of this error found in the students' responses is presented below:

Student's sentence: هَذَا سَيَّارَةٌ جَمِيلَةٌ
Correct sentence: هَذِهِ سَيَّارَةٌ جَمِيلَةٌ

In this example, the student used the masculine demonstrative pronoun هَذَا to refer to the noun سَيَّارَةٌ, which is a feminine noun. The correct demonstrative pronoun should therefore be the feminine form هَذِهِ.

This type of error occurs relatively frequently because students tend to memorize word forms without fully understanding the grammatical relationship between the demonstrative pronoun and the noun it refers to.

Forth, Noun Gender Identification Errors

Some students also experienced difficulties in determining whether a noun belongs to the *mudzakkar* (masculine) or *muannats* (feminine) category. This problem is reflected in the use of grammatical forms that do not correspond to the gender of the noun. An example of this error is shown below:

Student's sentence: هَذِهِ قَلَمٌ جَمِيلٌ
Correct sentence: هَذَا قَلَمٌ جَمِيلٌ

This mistake shows that students consider the word قَلَم as a feminine noun, even though in Arabic the word is included in the masculine category.

Fifth, Pronouns (Dhamir) Agreement Errors

Another type of error identified in this study relates to the use of pronouns (*dhamir*) that do not correspond to the gender of the noun they refer to. In Arabic grammar, pronouns must agree with their referents in gender, whether masculine (*mudzakkar*) or feminine (*muannats*). A mismatch between the pronoun and its referent may result in grammatical inaccuracy within the sentence.

One example of this error found in students' responses is presented below.

Student's sentence: الطَّالِبَةُ قَالَتْ أَنَّهُ مُجْتَهِدٌ
Correct sentence: الطَّالِبَةُ قَالَتْ أَنَّهَا مُجْتَهِدَةٌ

In this sentence, the student used the masculine pronoun أَنَّهُ to refer to the feminine subject الطَّالِبَةُ (the female student). Grammatically, the correct form should be the feminine pronoun أَنَّهَا, which corresponds to the gender of the referent.

Another example of this error can be seen in the following sentence:

Student's sentence: الطَّالِبَةُ حَضَرَتْ الدَّرْسَ وَهُوَ مُجْتَهِدٌ
Correct sentence: الطَّالِبَةُ حَضَرَتْ الدَّرْسَ وَهِيَ مُجْتَهِدَةٌ

In this example, the student used the masculine pronoun هُوَ to refer to the feminine subject الطَّالِبَةُ. The correct form should be هِيَ, which indicates gender agreement between the pronoun and its referent.

These errors suggest that some students still experience difficulties in applying gender agreement rules in the use of pronouns in Arabic. This finding indicates that students' understanding of the reference system in Arabic grammar has not yet been fully developed

Discussion

From the perspective of second language acquisition (SLA), such errors can be understood as part of the developmental process through which learners gradually construct their internal language system. This process is commonly described as interlanguage, a transitional linguistic system that develops during second language learning. According to Selinker (2020), second language learners frequently produce linguistic forms that fall between their first language and the target language as a result of incomplete internalization of grammatical rules. Therefore, the errors observed in this study should not merely be interpreted as a lack of grammatical knowledge, but rather as evidence of the ongoing development of learners' linguistic competence.

The dominance of verb agreement errors indicates that students have not yet fully mastered the mechanisms of verb inflection in Arabic, which depend on the gender of the subject. In Arabic grammar, verbs must agree with their subjects in terms of gender, number, and person, which requires a relatively high level of morphological awareness from learners. This finding is consistent with studies in second language acquisition showing that morphological structures involving systematic word inflections often constitute a major source of difficulty for foreign language learners. According to Fotos & Ellis (1991),

morphological errors frequently occur because learners are still in the process of developing their internal grammatical system and may not yet apply target language rules consistently.

In addition to verb-related errors, the study also identified errors in the use of adjectives, demonstratives (*isim isyarah*), and personal pronouns (*dhamir*) that were not consistent with the gender of the nouns they referred to. These findings suggest that students have not yet fully understood the principle of grammatical agreement, which is a fundamental characteristic of Arabic morphosyntax. In Arabic, gender agreement does not only occur between the subject and the verb but also between nouns and adjectives, nouns and demonstratives, and nouns and pronouns. The complexity of this agreement system often leads learners to experience difficulties in consistently applying these rules in sentence construction (Ali Saad Al-Yaari et al., 2013).

When compared with previous studies in the field of Arabic as a second language, the results of this study reveal similar patterns. Research conducted by Al-shammari (2015) found that gender-related errors represent one of the most persistent grammatical problems among non-native learners of Arabic. The study demonstrated that learners frequently struggle to apply gender agreement across various sentence elements, particularly when their first language lacks grammatical gender distinctions. Similar findings were reported by Rajab (2020), who observed that gender agreement errors constitute one of the major challenges in the acquisition of Arabic morphosyntax among international learners.

Within the Indonesian context, the errors identified in this study can also be explained by the typological differences between Indonesian and Arabic. Unlike Arabic, the Indonesian language does not employ a grammatical gender system. As a result, Indonesian learners of Arabic often lack a conceptual framework for distinguishing between masculine and feminine forms in sentence structures. This typological difference may lead to first language interference during the process of second language learning. This phenomenon aligns with the theory of language transfer, which explains that the structure of the first language may influence how learners interpret and produce the target language, either positively or negatively (Nikmah, 2020).

In addition to linguistic factors, the errors identified in this study may also be influenced by pedagogical factors in the teaching of Arabic at the university level. The findings indicate that students often understand grammatical rules at a theoretical level but still experience difficulties when applying them in actual sentence production. This suggests that grammar instruction that relies heavily on memorization of rules without sufficient contextual practice may hinder the deeper internalization of linguistic structures. From the perspective of applied linguistics, grammatical competence requires not only knowledge of rules but also opportunities to practice language use in meaningful communicative contexts (Ali Dahlan, 2019).

Based on these findings, the study has several important implications for the development of Arabic grammar instruction in higher education. First, the teaching of nahwu (Arabic grammar) should be designed using more contextual and communicative approaches, enabling students not only to memorize grammatical rules but also to apply them in real language use. Second, practice activities involving mudzakkar and muannats should be provided progressively through various learning activities, such as sentence construction exercises, dialogues, and text analysis. Third, instructors should pay particular attention to the agreement system in Arabic sentence structures, as this aspect has been shown to be one of the most dominant sources of errors among Arabic language learners.

In conclusion, the findings of this study contribute not only to the field of error analysis in Arabic as a second language learning, but also provide empirical insights for improving the effectiveness of Arabic grammar instruction in higher education contexts. By understanding the patterns of students' errors more deeply, Arabic language educators may develop teaching strategies that are more responsive to learners' needs and better support students in mastering the grammatical system of Arabic more accurately and functionally.

CONCLUSION

This study aimed to analyze the patterns of students' errors in the use of mudzakkar (masculine) and muannats (feminine) forms in Arabic and to identify the factors underlying these errors. The findings reveal that the most frequent errors are related to gender mismatches within sentence structures, particularly in verb agreement between subject and verb, agreement between nouns and adjectives, and the use of demonstratives (*ism isyārah*) and pronouns (*dhamir*). These results indicate that the gender agreement system in Arabic remains a challenging morphosyntactic feature for learners of Arabic as a second

language, especially for students whose first language, such as Indonesian, does not employ grammatical gender.

From the perspective of second language acquisition, these errors reflect the developmental nature of learners' interlanguage, where linguistic rules are gradually internalized through hypothesis testing and adjustment. Thus, the errors identified in this study not only describe learners' grammatical difficulties but also illustrate the evolving process of students' grammatical competence in acquiring the Arabic morphosyntactic system.

Overall, this study contributes to the field of error analysis in Arabic language learning by providing empirical insights into how learners process and apply gender agreement rules. Understanding these error patterns may support the development of more effective instructional strategies for Arabic grammar learning in higher education.

Pedagogical Implications

The findings of this study suggest that the teaching of Arabic grammar (nahwu) should move beyond rule memorization toward contextual and usage-based learning approaches. Instruction should emphasize practical language use through activities such as sentence production exercises, collaborative error analysis, and the use of authentic texts. Such approaches can help learners internalize gender agreement rules more effectively and apply them accurately in real language contexts. In addition, instructors may utilize students' error patterns as diagnostic tools for designing more responsive instructional materials that address the specific linguistic challenges faced by learners of Arabic as a second language.

Limitations and Future Research

Despite providing valuable insights into students' errors in the use of mudzakkar and muannats, this study has several limitations. First, the relatively small number of participants drawn from a single academic program limits the generalizability of the findings. Second, the data were collected only through written tests, which may not fully represent students' ability to apply gender agreement in spoken communication or more complex discourse contexts.

Future research could involve larger and more diverse participant groups from multiple institutions and employ more varied data collection methods, such as spoken language analysis, interviews, and longitudinal studies. Further studies may also explore the relationship between grammatical errors and pedagogical factors, including teaching methods, learning strategies, and curriculum design in Arabic language education.

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