

ANALYSIS OF PHONOLOGICAL ERRORS IN MAHARAH KALAM PRESENTATION OF NAHWU WADHIFI BOOK

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Abstract:

The lack of attention to the Maharah Kalam has made many Arabic language scholars unable to communicate using Arabic. Insufficient self-confidence, fear of being wrong in terms of rules and pronunciation create obstacles for students to speak Arabic, therefore an It is necessary to analyze linguistic faults so that Arabic pronunciation pays more attention and in order to avoid mistakes in Arabic pronunciation. The purpose of this study is to outline the types of phonological errors in Maharah Kalam, as well as to analyze phonological errors in student Maharah Kalam. This research is field research and is a qualitative descriptive study that employs a linguistic error analysis approach. Ways for gathering data that involve observation and recording. This observation is carried out by paying attention to students' speech and noting any grammar mistakes. Documentation is completed using recording technology. According to the study's findings, consonant sound alterations represent faults at the phonological (phoneme) level, including: changes in consonant /ث/ to consonant /س/, consonant /ع/ to consonant /أ/, consonant /ص/ becomes a consonant /س/. The other errors are errors in reducing phoneme sounds, phonological mistakes at the level of syntax, and phonological mistakes at the morphological level. It can be concluded that there are several errors in language and the factor causing language errors is a lack of attention to the language rules that should be applied. Apart from that, there is the influence of the student's mother tongue or second language, and the influence of the environment, both formal and informal, as well as the lack of application of Arabic. Several causal factors have a big influence on students' phoneme pronunciation errors. This research can provide a new platform for Arabic speakers to always pay attention to Arabic rules when speaking.

Keyword: *Error Analysis, Phonology, Maharah Kalam*

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INTRODUCTION

Pronunciation in Arabic at this time often pays little attention both in terms of rules, pronunciation, *makharijul* letters, and others. Therefore, an analysis of language errors is needed so that pronunciation in Arabic pays more attention. Additionally, the errors that need to be analyzed our in the form of sound, vocabulary, and sentence structure in order to avoid pronunciation mistakes

in Arabic.¹ To avoid pronunciation mistakes, whether in a foreign language (Arabic) or in the mother tongue. At the linguistic level, errors in language are divided into several categories, namely phonological, morphological, syntactic, semantic and discourse errors.² The error analysis that will be discussed in this paper is the error analysis from the phonological aspect.

Phonological errors are errors in pronouncing words that deviate from standard speech so that they can cause differences in meaning. Each language has a different sound system and syllable structure. The variety of sounds categorized by linguists in the field of language is phonology. A subfield of linguistics called phonology investigates the roles of language's sounds.³ The sound referred to here is speech. Good and true speech will be understood by listeners. Because pronunciation errors might change the intended message, accuracy is crucial.⁴

The ability to use language effectively and accurately both orally and in writing is the overarching goal of language learning. The same is true in learning Arabic who expects these goals. Because the mastery of a language's skills can determine whether studying Arabic is successful or unsuccessful. If the language element has three parts in the form of sound (phonology), vocabulary, and structure, There are four types of language proficiency in Arabic: maharah istima' (hearing), maharah kalam (speaking), maharah qira'ah (reading), and maharah kitabah (writing). One of the maharah that requires considerable attention is speaking ability (maharah kalam). There are many Arabic language experts who are unable to communicate in Arabic. Because the standard of Maharajah Kalam is that someone's language skills will be used to judge them. The main goal of maharah kalam is for students to be able to construct sentences flawlessly in line with proper Arabic grammar and to be able to employ the language they have learnt in sentences of the highest quality.⁵ David P. Harris focused on the fact that speaking is a very difficult ability that calls for the use of several skills at once in the Ahmad Fuad Effendy module. These skills include grammar, vocabulary, fluency, and understanding (the capacity to respond appropriately to a speech), as well as pronunciation (which includes segmental-vowel and consonant features, as well as stress and intonation patterns).⁶

¹ Henry Guntur Tarigan dan Djago Tarigan, *Pengajaran Analisis Kesalahan Berbahasa* (Bandung: Angkasa, 2011).

² Lisma Meilia Wijayanti Arina Alfi Aminatuz Zuhriyah, Samsul Mukani, "Analisis Kesalahan Morfologi Pada Lembar Jawaban Siswa Di MA Ma'arif Al Falah Sawoo Ponorogo," *Lingua Franca* Vol. 1, No (2022): 43, <https://doi.org/https://doi.org/10.37680/linguafranca.v1i1.1223>.

³ Harimurti Kridalaksana, *Pengajaran Kewi-Bahasa* (Bandung: Angkasa, 1984). 272.

⁴ M. Z Lathifah, F., Syihabuddin, S., & Al Farisi, "Analisis Kesalahan Fonologis Dalam Keterampilan Membaca Teks Bahasa Arab. , 4(2), 174-184.," *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, 2017, 4(2), 174-184.

⁵ Retno Purnama Irawati Shilvia Rosiyana and And Hasan Busri, "Efektivitas Model Reflective Teaching Bagi Peningkatan Keterampilan Berbicara Dan Membaca Bahasa Arab Siswa Kelas Viii Mts Al Irsyad Gajah Demak,," *Lisanul Arab ISSN 2252-6994* Vol 6 No 1 (2017): 5.

⁶ Ahmad Fuad Effendy & Moh. Ainin, "Modul Pendalaman Materi Bahasa Arab" (Malang: Universitas Negeri Malang, 2012), 40.

A research by Nawang Wulandari titled "Analysis of Phonological Errors in Arabic Speaking Skills" is one of several such studies relating to the analysis of phonological errors that have been conducted in relation to the aforementioned issues. Errors that often occur are errors when pronouncing letters whose pronunciation sounds similar and mistakes involving words and phrases that are replaced, addition and omission errors.⁷

Jauharotun Ni'mah, research entitled " Analysis of Maharah Al Kalam's Phonological Errors (Case Study Using PBA Students STAI Attanwir Bojonegoro)". Errors that occur are consonant changes, errors in vowel reduction and phonological errors in intonation changes.⁸ M. Zaka Al Farisi, Fitriah Lathifah, Syihabuddin, research entitled " Analysis of Phonological Errors in Arabic Text Reading Skills." Fricative and popping noises are mistakes that happen during reading.⁹

According to the findings of the maharah kalam phonological error observations, there are still a lot of occurrences in the field. Phonological errors in Arabic are a form of error in linguistic taxonomy. Sound levels at the level of words, phrases, clauses, or sentences are included in the mistake.¹⁰ Before analyzing phonological errors, we need to know the elements of Arabic phonology, there are three aspects that cover: first, *Shawāmit*, namely Arabic consonant sounds, second, *Shawāit* Arabic vowel sounds, and third, language intonation Arabic.¹¹ The mistakes that often occur in MPBA students are mistakes in pronouncing letters that sound like the letters consonant /ص/ become /س/ or vice versa, the letters /ع/ become /أ/, the letters /ث/ become /س/ and many more.

From this, errors in language are important to analyze and then evaluate in order to reduce and prevent errors in Arabic, because errors in speech can cause the objectives to be conveyed not to be achieved. Thu'aimah in Toto and Fauzi said that the urgency of error analysis for language teaching is to equip reviewers to do better teaching, become input in designing subject matter, help make policies in making language teaching curricula and provide opportunities to conduct other studies related to student weaknesses.¹²

The purpose of this study is to explain the types of phonological errors that MPBA students at UIN Sunan Kalijaga Yogyakarta make in their maharah kalam, as well as to analyze phonological

⁷ Nawang Wulandari, "Analisis Kesalahan Fonologis Dalam Keterampilan Berbicara Bahasa Arab," *Al-Fathin: Jurnal Bahasa Dan Sastra Arab* vol.3 (2020): 75.

⁸ Jauharotun Ni'mah, "Analisis Kesalahan Fonologi Dalam Maharah Al Kalam (Studi Kasus Mahasiswa PBA STAI Attanwir Bojonegoro)," 2020, <http://e-jurnal.staiattanwir.ac.id/index.php/jpba/article/download/76/81/244>.

⁹ F Lathifah, S Syihabuddin, and M Z Al Farisi, "Analisis Kesalahan Fonologis Dalam Keterampilan Membaca Teks Bahasa Arab," *Arabiyat: Jurnal Pendidikan ...* (core.ac.uk, 2017), <https://core.ac.uk/download/pdf/296425201.pdf>.

¹⁰ Lathifah, F., Syihabuddin, S., & Al Farisi, "Analisis Kesalahan Fonologis Dalam Keterampilan Membaca Teks Bahasa Arab. , 4(2), 174-184."

¹¹ Muhammad Syaiful Bahri Hidayat, "Pembelajaran Fonologi Arab Dengan Minimal Praise Dan Tongue Twister," *Tarling: Journal of Language Education* 2, no 2 (2019): 10–11, <https://doi.org/10.24090/tarling.v2i2.2924>.

¹² Toto Suharto and Ahmad Fauzi, "Analisis Kesalahan Sintaksis Dalam Buku Teks Bahasa Arab Untuk Perguruan Tinggi Keagamaan Islam," *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 4, no. 1 (2017): 7, <https://doi.org/https://doi.org/10.15408/a.v4i1.5274>.

errors in the maharah kalam of MPBA students at UIN Sunan Kalijaga Yogyakarta. According to the summary above, the author is interested in researching the analysis of phonological mistakes in the *nahwu wadhifi* book's maharah kalam presentation.

METHOD

In order to characterize and describe natural situations, this study employs a qualitative descriptive research methodology. And employing a method for analyzing linguistic errors. Because the data used is in the form of student utterances when implementing Maharajah Kalam, the research type employed is field research and the study design used content analysis. Because the data used is student speech in applying Maharah Kalam. Then the data obtained can be described systematically and accurately.¹³

The study's data are presented as phonological errors in *maharah kalam*. The participants or sources of data in this investigation MPBA students at UIN Sunan Kalijaga Yogyakarta semester 2 at the presentation of the *nahwu wadhifi* book.

Observation and documentation are used as data collection methods. Observations were made by listening to student speech during the Maharajah Kalam presentation of the book *Nahwu Wadhifi*, capturing the data, and then grouping the data in accordance with errors. Because the observed data is speech, the documentation is done using a recording approach. This recording technique is employed as a complement to data or data reinforcement. And using source triangulation techniques, this technique uses various sources such as documents in the form of recorded presentations.

In the data analysis technique, the researcher used 6 stages, namely: 1) listening again to the recording of the student's presentation carefully and carefully and paying attention to the error notes when collecting data, 2) recording students' phonological errors in maharah kalam skills, 3) analyzing each sound resulting from the presentation students in terms of phonological patterns that comply with Arabic phonological rules, 4) classify phonological errors into the categories of vowel, consonant and other errors and look at them from a phonetic or phonemic perspective as a differentiator of meaning, 5) make corrections to Arabic words/phrases that do not comply with grammar. correct Arabic phonological rules, 6) draw conclusions and describe the data obtained to be presented in the discussion chapter.¹⁴

¹³ Wulandari, "Analisis Kesalahan Fonologis Dalam Keterampilan Berbicara Bahasa Arab."

¹⁴ Zaim Elmubarak Ratna Asih, Ahmad Miftahuddin, "ANALISIS KESALAHAN FONOLOGI DALAM KETERAMPILAN MEMBACA TEKS BERBAHASA ARAB SISWA KELAS XI SMA ISLAM SULTAN AGUNG 1 SEMARANG," *Lisanul Al-Arab, : Journal of Arabic Learning and Teaching* 9 (2) (2020).

RESULTS AND DISCUSSION

Errors in language we need to know in advance before knowing about the analysis of language errors. When learning a second language, grammatical mistakes might happen accidentally.¹⁵ Richards contends that the first language has an impact on how speech deviates from the norm in terms of linguistic faults.¹⁶ There are three categories in learning a second or foreign language, namely: mistake, error and slip. Slips are speaker errors that can be corrected without involving feedback from other speakers. Error are speaker errors that occur in the form of an error due to the speaker's lack of focus. Mistakes are normal mistakes that the speaker makes consciously but corrects his speech right away.¹⁷

If language learning falls into the aforementioned three categories, then there are three words for language errors: *zillah al lisan*, *al ghalat*, and *al khata*. *Zillah al lisan* is a phrase used to describe linguistic errors brought on by stuttering in speakers; if *zillah al lisan* is brought on by stuttering in speakers, then *al ghalat* is brought on by utterances that are out of context for the Arabic language. As opposed to *al khata*, which results from a violation of the Arabic language's rules, particularly in the pronunciation, which is brought on by the speaker's lack of knowledge of the fushah Arabic rules.¹⁸

Once you are aware of linguistic faults, you can move on to analyze those flaws. Analyzing mistakes in the linguistic dictionary involves studying and analyzing mistakes that second-language learners make.¹⁹ In Abduh Ar Rajihi's opinion, error analysis is a more in-depth examination of contrastive analysis. The language that is created, rather than the language itself, is the subject of this analysis, which is a descendant of applied linguistics. Native speakers of the language might pronounce words incorrectly due to physiologic and psychological issues including speech problems. Those who are not native speakers suffer from learning difficulties and lack of knowledge of the phonology, morphology, syntax, and semantics of the language.²⁰ Language understanding mistakes will never go away, especially for those learning other languages. These errors can't be prevented and are becoming commonplace.²¹ One of the phonological mistakes in language that must be avoided is one that causes a difference in meaning because it is produced by the human speech organ. Errors made in learning a language are common because they are a natural component of the learning

¹⁵ Carls James, *Errors in Language Learning an Use* (London: Longman, 1988).

¹⁶ Jack Richard, *Error Analysis: Perspectives on Secound Language* (London: Longman Group Limites, 1978).

¹⁷ Wulandari, "Analisis Kesalahan Fonologis Dalam Keterampilan Berbicara Bahasa Arab."

¹⁸ Rusydi Ahmad Thuaimah, *Al Maharat Al Lughawiyah: Mustawayatuha, Tadrisuha, Ahu'ubatuha*, Cet I (Cairo: Daral Fik al Arabi, 2004).

¹⁹ Jack. C Richard, *Longman Dictionary Of Language Teaching And Applied Linguistic* (Great Britain, 2010).

²⁰ Wulandari, "Analisis Kesalahan Fonologis Dalam Keterampilan Berbicara Bahasa Arab."

²¹ Yuni Lestari, "Analisis Kesalahan Fonologi Dialek Etnis Lampung dalam Membaca Q.S Al-Fatihah dan Al-Zalzalah," *Lahjah Arabiyah: Jurnal Bahasa Arab dan Pendidikan Bahasa Arab* 3 no 1 (2022): 65.

process. Linguistic experts argue that errors in language can interfere with the achievement of language teaching goals. In this manner, phonological faults in speech or the sound system are analyzed.

In Arabic speech skills are included in maharah kalam, Maharah kalam is the capacity to use articulate speech sounds or words to convey ideas, opinions, wants, or sentiments, and to conduct dialogues in Arabic in a way that appropriately complies with the set standards.²² The ability in maharah kalam is as a tool for communication which is the form of the embodiment of the function of the language itself.

Analysis of Phonological Errors in Maharah Kalam Presentation of Nahwu Wadhifi Book

From the results of Maharah Kalam recordings of second semester MPBA students at UIN Sunan Kalijaga in lecture activities in the presentation of the book Nahwu Wadhifi pages 102-104, there are several types of linguistic mistakes in the field of phonology which can be described as follows:

1. Phonological (Phoneme) Errors In The Form Of Changes In Consonant Sounds

There is data that focuses on errors experienced by MPBA students, namely errors in consonant sound changes. The words that experience a change in consonant sound are as follows:

a. Error in Changing Consonant Sound /ث/ to /س/.

There are several words found in the phonological errors of changing consonants /ث/ to /س/, namely:

Table 1. Changes in Consonants from /ث/ to /س/

Incorrect Pronunciation	The Right Pronunciation	Identification
أَسَامَا	أَثَاثَا	The letter ث becomes س as a result of the consonant change.
بَا حِس	بَا حِث	The letter ث becomes س as a result of the consonant change.
سَمَن	ثَمَن	The letter ث becomes س as a result of the consonant change.

Since the consonant /ث/ is absent from the Indonesian language system, students have trouble pronouncing it, which is why the consonant sound in the word sample above changes to /س/. The error could have occurred because the pronunciation was confused with the consonant /س/ because the places of articulation are close together, and this consonant is an interdental fricative consonant. In addition, errors may occur

²² Acep Hermawan, *Metodologi Pembelajaran Bahasa Arab* (Bandung: Remaja Rosdakarya, 2011).

due to the habit of the first language or mother tongue (interlingual) and a language environment that does not support the use of Arabic.

b. Error in Changing the Consonant Sound /ع/ to /أ/ And Vice Versa.

The phonological error of changing the consonant /ع/ to /أ/ is found in the following words:

Table 2. Changes in Consonants from /ع/ to /أ/ and vice versa.

Incorrect Pronunciation	The Right Pronunciation	Identification
أَعِدُّ	عَائِدُّ	The letter ع becomes أ and vice versa as a result of the consonant change.

In the example above, there is a change in the consonant sound /ع/ to /أ/, an error occurs because students have difficulty pronouncing it, so they pronounce the consonant /ع/ into a consonant /أ/ to make it easier to pronounce. The consonant /ع/ is a fricative pharyngeal root consonant so students find it difficult to pronounce. In addition, in the Indonesian language system the consonant /ع/ is not found. And errors can occur in the teaching of maharah kalam in Arabic which is not perfect and the environment of language which is not very supportive.

c. Errors in Consonant Sound Changes /ص/ to /س/.

The phonological error of changing the consonant /ص/ to /س/ is found in the words below:

Table 3. Errors in Consonant Sound Changes /ص/ to /س/

Incorrect Pronunciation	Correct Pronunciation	Identification
مُتَّصِل	مُتَّصِل	Consonant changes in the letters ص to س

From the words above, there is a change in the sound of the consonant /ص/ to /س/, students have difficulty in differentiating the pronunciation of the consonant /ص/ and the consonant /س/ because these two consonants are included in the fricative apico-alveolar consonants. Although there are similarities in the place of articulation, they differ in one of the properties of these two consonants. There fore in this consonant there is often a mistake in pronouncing it. In addition, the consonant /ص/ is not found in the Indonesian pronunciation system, and the influence of the habits of the first language or mother tongue can also affect errors.

2. Errors In Subtracting Phoneme Sounds

Another error that occurs in MPBA students is an error in reducing the phoneme sound in the word فَتْحَةٌ which is pronounced as فَتْح. The mistake in reducing the sound of the phoneme in the last syllable is the reduction in the letter ة so that with the reduction in this phoneme sound what should be pronounced فَتْحَةٌ becomes فَتْح. This error could have occurred due to the influence of the habits of the mother tongue and there was no attempt to justify the mistake and the imperfect teaching of the maharah kalam in Arabic so that the error in the word فَتْح kept repeating.

3. Phonological Errors at the Syntactic Level.

Greek is where the word "syntax" originates, Specifically, sun which denotes "with," and tattein, which denotes "to place". Thus, according to etymology, syntax refers to the arrangement of words into phrases or sentences.²³ The placement of words in sentences is the focus of the linguistic field of syntax. The study of how different words, phrases, clauses, and sentences relate to one another.²⁴ Syntax, in a nutshell, is the study of grammar or rules in a sentence. Al-nahwu is the name of the syntactic word in Arabic. Syntactic mistakes include incorrect use of particles and mistakes in phrase, clause, or sentence form.²⁵

The faults committed by MPBA students were syntactic errors, which happened at the sound of the word تَسْبِيْتٌ which was pronounced became تَسْبِيْتُ an error at the syntactic level in the last vowel, which should be sounded as kasrah, but what is pronounced becomes dhammah. Errors can occur because of ignorance in grammar or because of errors in pronunciation.

4. Phonological Errors At The Level Of Morphology.

The word morphology is a translation from the English. The words morphology and logy, which both signify science, are the roots of the word morphology. Morphology literally translates as the study of form.²⁶ Thus, the field of linguistics known as morphology deals with word changes. The branch of linguistics known as morphology analyzes the inner workings of word forms and the functions of changes in word forms, including grammatical and semantic functions. It is a branch of linguistics that examines the relationship between word forms and word groups and meanings.²⁷ Al-sharf is the name for morphology in Arabic.

²³ Berti Arsyad Saida Gani, "Kajian Teoritis Struktur Internal Bahasa (Fonologi, Morfologi, Sintaksis, Dan Semantik)," *AJamiy Jurnal Bahasa Dan Sastra Arab* 07 No 1 (2019): 10.

²⁴ Misbahul Munir David Darwin, Miftahulhairah Anwar, "Paradigma Strukturalisme Bahasa: Fonologi, Morfologi, Sintaksis, Dan Semantik," *Jurnal SEMANTIKA* 2 No 02 (2021): 35.

²⁵ Nanda Devi Oktaviani Mualim Wijaya, "Analisa Kesalahan Kalam Bahasa Arab Pada Peserta Didik Lembaga Pengembangan Bahasa Asing (LPBA) Pondok Pesantren Nurul Jadid Paiton Probolinggo," *Lisanuna Jurnal Ilmu Bahasa Arab Dan Pembelajarannya* 12 No 1 (2022): 143.

²⁶ I. Praptomo Baryadi, *Morfologi Dalam Ilmu Bahasa* (Yogyakarta: Sanata Dharma University Press, 11AD).

²⁷ Henry Guntur Tarigan, *Pengajaran Morfologi* (Bandung: Angkasa Bandung, 1988).

There are errors in morphological pronunciation, namely in the sound of words as follows:

Table 4. Phonological Errors at the Morphological Level

Wrong Pronunciation	Correct Pronunciation
اِسْتَعْمَلُ	تَسْتَعْمَلُ
عَرَاب	إِعْرَاب

From the word above there is an error in the pronunciation at the level of morphology, specifically, the switch from the word اِسْتَعْمَلُ to تَسْتَعْمَلُ and the word عَرَاب to إِعْرَاب. Errors can occur because of the student's ignorance of the change in word form or occur because of an error in the pronunciation.

Solutions for Overcoming Phonological Errors in *Maharah Kalam*

From the various errors above, the writer tries to provide a solution to overcome phonological errors in the maharah kalam of MPBA students at UIN Sunan Kalijaga Yogyakarta, as follows:

- 1) Accuracy in pronouncing *makharijul* letters, students must really learn the sounds of hijaiyah letters as the basis for maharah kalam in Arabic because without really recognizing the sounds of a foreign language (Arabic), mistakes in pronunciation are likely to continue to occur. It can also improve fluency in Arabic pronunciation and can be a solution to mistakes in pronouncing letters that sound similar.
- 2) Creating environment of language in the class, with a language environment in the class, students continue to speak Arabic so that students are trained to use Arabic, and do not continue to get used to their first language or mother tongue, considering that MPBA students come from a variety of places with varied languages and cultures. So that this can improve the quality of speak Arabic MPBA students at UIN Sunan Kalijaga Yogyakarta.
- 3) Carrying out an evaluation or justification for every mistake in pronunciation, both small mistakes and big mistakes by justifying it can reduce and prevent repeated mistakes in Arabic pronunciation.

CONCLUSION

Based on the analysis of phonological mistakes made by MPBA Sunan Kalijaga Yogyakarta students in their Maharah Kalam on pages 102–104 of the book *Nahwu Wadhifi*, it can be said that these mistakes involve changes in consonant sounds, such as /ث/ becoming a consonant /س/, /ع/ becoming a consonant /أ/, and /ص/ becoming a consonant /س/. There are other errors, namely errors in reducing phoneme sounds namely an error in reducing the phoneme sound in the word فَتْحَةٌ which is pronounced فَتْح, phonological mistakes at the level of syntax an error in the sound of the word تَسْبِيْبَت

which is pronounced as تَسْبِيْثٌ, namely an error in the final meaning which should be pronounced as kasrah, as dhammah, and phonological mistakes at the morphological level namely changing the words from the word اسْتَعْمَلُ to تَسْتَعْمَلُ, and to the word عَرَاب to اِعْرَاب.

From the several errors above, it can be concluded that the factor causing language errors is a lack of attention to the language rules that should be applied. Apart from that, there is influence from the student's mother tongue or second language where in the Indonesian pronunciation system (mother tongue) there are sounds or pronunciations that are not in Arabic and therefore students experience difficulty in pronouncing it. And there is influence from the environment, both formal and informal, As well as the lack of application of Arabic. This leads to mistakes in phonology in student Maharatul Kalam. In addition, mistakes occur because the language environment is not supportive enough to continue practicing Maharatul Kalam.

Several causal factors have a big influence on students' phoneme pronunciation errors. Therefore, foreign language students (Arabic) can take advantage of this research to anticipate similar mistakes. With the solution that students must really learn the sounds of the hijaiyah letters as the basis for maharah kalam in Arabic, create biah lughawiyah in the classroom by continuing to speak Arabic so they will be trained in Arabic pronunciation, as well as holding evaluations or justifications for every error in pronunciation, by Likewise, teachers must also pay more attention to pronunciation errors, both large and small. Therefore, this study of the analysis of phonological errors in maharah kalam can be followed up or can be developed into further, more in-depth studies by future researchers. As an impression, this research can provide a new platform for every Arabic speaker to always pay attention to Arabic rules when speaking.

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