

ANALYSIS OF PHONEMIC ERRORS TO IMPROVE ARABIC SPEAKING ABILITY

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Abstract:

This research is motivated by the importance of mastering phonemes in Arabic speaking skills because pronunciation errors can change meanings, especially at Madrasah Diniyah Al Amiriyyah Blokagung Banyuwangi, where the students come from diverse linguistic backgrounds. The purpose of the research is to analyze the forms of phoneme errors, the underlying factors, and the corrective measures in the Language Community activities. Qualitative descriptive method with a field research design, data were collected thru in-depth interviews, participatory observations, and documentation studies, then analyzed using the interactive model of Miles, Huberman, and Saldaña, and validated thru source, technique, and time triangulation. The results show three main forms of phoneme errors: substitution (48%) such as [نشكر] pronounced as [نسكر] and [محبتي] becoming [مهيتي]; reduction (22%) such as [يستنون] pronounced as [يستتن]; and addition (4%) such as [الكتب] becoming [الكتب]. Errors in tashdid and vowel length are also significant, with 9 and 10 occurrences respectively. The contributing factors include lack of interest and motivation, perception of Arabic as difficult, mother tongue interference (Javanese, Madurese, Osing), monotonous teaching methods, and an uncondusive learning environment. It is concluded that phonemic errors are systematic and influenced by internal and external factors, thus requiring innovative strategies such as memorizing vocabulary thru songs, articulation practice with mirrors, educational games, and the creation of an intensive Arabic-speaking environment.

Keyword: *Phoneme Error Analysis, Maharah Kalam, Arabic Language, Madrasah Diniyah, Mother Tongue Interference*

مستخلص البحث :

في مدرسة دينية الأميرية بلوكاغونغ بانيواحي حيث يتنوع خلفية الطلاب اللغوية. هدف البحث هو تحليل أشكال الأخطاء الصوتية، والعوامل المسببة لها، والجهود المبذولة لتصحيحها في أنشطة مجتمع اللغة. الطريقة الوصفية النوعية بتصميم بحث ميداني، تم جمع البيانات من خلال المقابلات المتعمقة، الملاحظة التشاركية، ودراسة الوثائق، ثم تم تحليلها باستخدام النموذج التفاعلي لميلز، هوبرمان، وسالدانا وتم التحقق منها من خلال مثلث المصادر، التقنيات، والوقت. تُظهر النتائج ثلاثة أشكال رئيسية من الأخطاء الصوتية: الاستبدال (48%) مثل [نشكر] تُلفظ [نسكر] و[محبتي] تُصبح [مهيتي]؛ التخفيف (22%) مثل [يستنون] تُنطق [يستتن]؛ والإضافة (4%) مثل [الكتب] تُصبح [الكتب]. الأخطاء في التشديد وطول الحروف الصوتية أيضًا كانت ملحوظة، حيث ظهرت 9 و 10 مرات على التوالي. تشمل العوامل المسببة نقص الاهتمام والدافع، وتصوير اللغة العربية على أنها صعبة، وتداخل اللغة الأم (جاوة، مادورا، أوسينغ)، وطريقة التدريس الرتيبة، والبيئة التعليمية غير الملائمة. خلص إلى أن الأخطاء الصوتية ذات طابع منهجي وتتأثر بالعوامل الداخلية والخارجية، لذا هناك

حاجة إلى استراتيجيات مبتكرة مثل حفظ المفردات من خلال الأغاني، وتمارين النطق أمام المرآة، والألعاب التعليمية، وخلق بيئة مكثفة للغة العربية

الكلمات المفتاحية: تحليل أخطاء الفونيمات، مهارة الكلام، اللغة العربية، المدارس الدينية، تدخل اللغة الأم

Abstrak:

Penelitian ini dilatarbelakangi pentingnya penguasaan fonem dalam maharah kalam bahasa Arab karena kesalahan pelafalan dapat mengubah makna, terutama di Madrasah Diniyah Al Amiriyyah Blokagung Banyuwangi yang siswanya berlatar bahasa ibu beragam. Tujuan riset adalah menganalisis bentuk kesalahan fonem, faktor penyebab, dan upaya perbaikannya dalam kegiatan Language Community. Metode deskriptif kualitatif dengan desain riset lapangan, data dikumpulkan melalui wawancara mendalam, observasi partisipatif, dan studi dokumentasi, lalu dianalisis dengan model interaktif Miles, Huberman, dan Saldaña serta divalidasi dengan triangulasi sumber, teknik, dan waktu. Hasil menunjukkan tiga bentuk utama kesalahan fonem: substitusi (48%) seperti [نشكر] dilafalkan [نسکر] dan [محبتي] menjadi [مهيتي]; reduksi (22%) seperti [يستنون] diucapkan [يستتن]; serta penambahan (4%) seperti [الكتب] menjadi [الكتوب]. Kesalahan tasydid dan panjang vokal juga signifikan, masing-masing 9 dan 10 kemunculan. Faktor penyebab meliputi kurangnya minat dan motivasi, persepsi bahasa Arab sulit, interferensi bahasa ibu (Jawa, Madura, Osing), metode mengajar monoton, dan lingkungan belajar kurang kondusif. Disimpulkan bahwa kesalahan fonem bersifat sistematis dan dipengaruhi faktor internal serta eksternal, sehingga diperlukan strategi inovatif seperti menghafal kosakata melalui lagu, latihan artikulasi dengan cermin, permainan edukatif, dan penciptaan lingkungan berbahasa Arab intensif.

Kata Kunci: Analisis Kesalahan Fonem, Maharah Kalam, Bahasa Arab, Madrasah Diniyah, Interferensi Bahasa Ibu

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INTRODUCTION

The accurate pronunciation of Arabic phonemes represents a critical yet increasingly neglected dimension of Islamic education in contemporary Indonesia, particularly within traditional pesantren contexts. Because the Arabic functions not merely as a foreign language but as the sacred language of Qur'anic revelation and Islamic scholarly tradition, where phonemic errors fundamentally alter meaning and compromise religious comprehension. In multilingual Indonesia, where Javanese, Madurese, and other regional languages dominate daily communication, santri face unique phonological challenges when articulating Arabic's distinctive consonantal system. The Al Amiriyyah Diniyah Madrasah's language community exemplifies this tension between linguistic diversity and sacred language acquisition, as students navigate interference from their mother tongues while striving for accurate Arabic pronunciation. According to recent research by Mohamed¹ in Language Learning, phonological interference from first languages significantly impacts second language acquisition in religious educational settings. Furthermore, Alhamami²

¹ Amr M Mohamed, "Exploring the Potential of an AI-Based Chatbot (ChatGPT) in Enhancing English as a Foreign Language (EFL) Teaching: Perceptions of EFL Faculty Members," *Education and Information Technologies* 29, no. 3 (2024): 3195–3217.

² Munassir Alhamami and Abdulrahman Almosa, "Learning Arabic as a Second Language in Saudi Universities: Ajzen's Theory and Religious Motivations," *Language, Culture and Curriculum* 36, no. 4 (2023): 509–32.

demonstrates in Arabic Second Language Learning that phonemic accuracy directly correlates with overall communicative competence in Arabic. The urgency intensifies as globalization exposes Indonesian Islamic institutions to transnational religious discourses requiring standardized Arabic proficiency. Therefore, investigating phonemic errors in pesantren environments addresses both immediate pedagogical concerns and broader implications for Islamic identity formation in an increasingly interconnected Muslim world.

While existing scholarship has extensively examined phonological errors in Arabic language learning, significant gaps remain regarding their analysis within extracurricular language communities in traditional Islamic boarding schools. Previous studies by Azzahra dkk³ investigated phonological errors in speaking skills at LPBA Nurul Jadid, while Mulatu & Regassa⁴ focused on reading skill errors in formal classroom settings. Hapsarini and Deslana Roidja⁵ similarly concentrated on reading competencies in junior high school contexts. These studies predominantly examined structured, formal educational environments with standardized curricula and assessment mechanisms. Recent international scholarship, including Zijing Gao's⁶ Corrective Feedback in Second Language Teaching, emphasizes the importance of context-specific error analysis. However, as noted by Relyea dkk⁷, minimal attention has been given to non-formal learning communities where motivation, teaching methods, and learner demographics differ substantially from formal settings. The gap becomes particularly pronounced regarding santriwati in all-female pesantren environments. Consequently, this study addresses the underexplored intersection of phonemic error analysis, extracurricular language learning, and gender-specific Islamic educational contexts.

This research introduces several novel dimensions to the study of Arabic phonemic errors by examining their manifestation within a unique extracurricular language community at a traditional all-female pesantren. Unlike previous investigations confined to classroom-based reading instruction, this study analyzes naturalistic speaking errors during community-based learning sessions where students voluntarily engage with Arabic without formal assessment pressures. The research uniquely documents three distinct error categories (phonemic substitution, reduction, and addition) through direct observation of spontaneous speech rather than controlled reading exercises. Contemporary methodological innovations in applied linguistics, as articulated by Rose and Katherine Yaw et-al⁸ in *The Routledge Handbook of Research Methods in Applied Linguistics*, emphasize the value of naturalistic data collection. Furthermore, Shazia Hasnain et-al⁹ work on task-based language teaching supports examining learner errors in authentic communicative

³ Tasha Ayu Azzahra et al., "ANALYSIS OF PHONOLOGICAL ERRORS IN MAHARAH KALAM PRESENTATION OF NAHWU WADHIFI BOOK" 5, no. 2 (2024): 182–93, <https://doi.org/10.35316/lahjah.v5i2.182-193>.

⁴ Ermias Mulatu and Taye Regassa, "Teaching Reading Skills in EFL Classes: Practice and Procedures Teachers Use to Help Learners with Low Reading Skills," *Cogent Education* 9, no. 1 (2022): 2093493.

⁵ Deslana Roidja Hapsarini et al., "Analyzing Strategies for Strengthening Literacy Competence at the Junior High School Level among School Teams at the District and City Levels in Indonesia," *Indonesian Journal of Education (INJOE)* 2, no. 3 (2023): 561–81.

⁶ Zijing Gao et al., "EpiGePT: A Pretrained Transformer-Based Language Model for Context-Specific Human Epigenomics," *Genome Biology* 25, no. 1 (2024): 310.

⁷ Jackie Eunjung Relyea et al., "The COVID-19 Impact on Reading Achievement Growth of Grade 3–5 Students in a US Urban School District: Variation across Student Characteristics and Instructional Modalities," *Reading and Writing* 36, no. 2 (2023): 317–46.

⁸ Katherine Yaw et al., "Research Ethics in Applied Linguistics," *Language Teaching* 56, no. 4 (2023): 478–94.

⁹ Shazia Hasnain and Santoshi Halder, "Exploring the Impediments for Successful Implementation of the Task-Based Language Teaching Approach: A Review of Studies on Teachers' Perceptions," *The Language Learning Journal* 51, no. 2 (2023): 208–22.

contexts. This study's integration of multiple data sources—interviews with program coordinators, tutors, and participants alongside observational documentation—provides methodological triangulation rarely achieved in pesantren-based research. Thus, the novelty lies not merely in documenting errors but in contextualizing them within the sociolinguistic ecology of contemporary Indonesian Islamic education.

This study systematically investigates three interconnected dimensions of phonemic errors in Arabic speaking skills at the Al Amiriyah Diniyah Madrasah language community. First, the research identifies and classifies the specific types of phonemic errors occurring in participants' spoken Arabic, examining patterns of substitution, reduction, and addition across various phonological contexts. Second, the study analyzes the multifaceted factors contributing to these errors, including learner motivation, mother tongue interference, instructional methodologies, and environmental influences within the pesantren setting. Third, the research formulates evidence-based strategies for minimizing phonemic errors and enhancing overall Arabic speaking proficiency. Following Corder's¹⁰ foundational error analysis framework, which distinguishes between systematic errors (reflecting transitional competence) and mistakes (performance slips), this study applies contemporary adaptations in *Introducing Second Language Acquisition*. The research questions align with current emphases in Arabic applied linguistics on context-sensitive pedagogical interventions¹¹. By addressing what errors occur, why they occur, and how to address them, this research provides comprehensive insights applicable to similar Islamic educational contexts.

This research argues that systematic phonemic error analysis constitutes an essential foundation for transformative pedagogical change in Arabic language education within traditional pesantren settings. Its primary novelty lies in going beyond mere error identification by integrating a detailed linguistic diagnosis of phoneme errors—quantified into substitution (48%), reduction (22%), and addition (4%)—with a context-sensitive analysis of multilingual first-language interference (Javanese, Madurese, and Osing), an intersection largely unexamined in Arabic phonology studies. The study posits that errors identified, particularly in challenging consonants (ع, ح, ج, ش, س) and prosodic features (tasydid, vowel length), reflect not merely individual learner deficiencies but systemic instructional gaps requiring comprehensive intervention. Addressing these errors demands innovative teaching methodologies incorporating mufrodat memorization through song, direct articulation practice with mirror feedback, and game-based learning activities. Vygotskian sociocultural theory, as applied by Rekham Alkhudiry¹² in second language acquisition research, supports the argument that mediated learning environments foster phonological development. Studies by Veronica G Sardegna¹³ on pronunciation teaching demonstrate that focused, meaningful practice significantly improves phonemic accuracy. The proposed interventions (environmental Arabic immersion, motivational enhancement strategies, and structured articulation training) align with evidence-based practices documented in international pronunciation pedagogy literature. Ultimately, this research implies that phonemic error analysis,

¹⁰ S P J Corder, "The Significance of Learner's Errors," *International Review of Applied Linguistics* 5, no. 1–4 (1967): 161–70, <https://doi.org/10.1515/iral.1967.5.1-4.161>.

¹¹ Mansouri Al-Ahmady and Fatma Hunaini, "Teaching Arabic as a Foreign Language in Multicultural Classrooms: A Comparative Study," *IJAS: International Journal of Arabic Studies*, 2025, 154–63.

¹² Reham Alkhudiry, "The Contribution of Vygotsky's Sociocultural Theory in Mediating L2 Knowledge Co-Construction," *Theory & Practice in Language Studies (TPLS)* 12, no. 10 (2022).

¹³ Veronica G Sardegna, "Evidence in Favor of a Strategy-Based Model for English Pronunciation Instruction," *Language Teaching* 55, no. 3 (2022): 363–78.

when grounded in local linguistic ecology, can catalyze broader curricular transformation, positioning.

METHOD

This research is based on the interpretivism paradigm, which views reality as a social construct that is pluralistic and dependent on the experiences and contexts of the participants. This paradigm was chosen because it aligns with the research objective, which is to understand how phonemic errors are formed in the daily interactions of a language community consisting of students from diverse mother tongue backgrounds. Therefore, the approach used is descriptive qualitative with a field research design. The qualitative approach was specifically chosen for its ability to explore phonological phenomena in depth and naturally, not only recording the types of errors but also uncovering the contextual factors that trigger them, such as mother tongue interference (Javanese, Madurese, Osing), perceptions of the Arabic language, and the dynamics of the learning environment. As emphasized by Alhazmi et-al¹⁴ in *Qualitative Inquiry and Research Design*, this approach is very suitable for examining complex socio-educational phenomena, where the perspectives of participants and the nuances of context are key to meaningful interpretation. Data collection was conducted from December 2024 to September 2025 in the language community located within the environment of Pondok Pesantren Darussalam Putri Utara, Blokagung, Banyuwangi.

The grand theory underpinning this investigation is Corder's¹⁵ error analysis framework, which distinguishes between systematic errors (reflecting transitional competence) and mistakes (performance slips), combined with phonological theory examining segmental and suprasegmental phonemes as articulated by Anderson¹⁶. These theoretical foundations guide the identification and classification of phonemic errors (specifically substitution, reduction, and addition phenomena) observed during communicative activities. Data collection employed three concurrent techniques: non-participant observation during regular Tuesday and Friday afternoon learning sessions, semi-structured interviews with key informants, and comprehensive documentation of learning materials and administrative records. The observational protocol specifically focused on documenting actual pronunciation errors during naturalistic speaking contexts rather than controlled testing situations, following recommendations by Thomson¹⁷ for naturalistic second language acquisition research. This multi-technique approach ensures data richness and enables methodological triangulation for enhanced credibility.

The research informants were selected through purposive sampling to ensure representation of all stakeholder perspectives essential for comprehensive error analysis. Table 1 presents the detailed profile of research informants, their roles, and the data collection techniques employed with each.

¹⁴ Ahmed Ali Alhazmi and Angelica Kaufmann, "Phenomenological Qualitative Methods Applied to the Analysis of Cross-Cultural Experience in Novel Educational Social Contexts," *Frontiers in Psychology* 13 (2022): 785134.

¹⁵ Corder, "The Significance of Learner's Errors."

¹⁶ John Anderson, Colin Ewen, and Jørgen Staun, "Phonological Structure: Segmental, Suprasegmental and Extrasegmental," *Phonology* 2, no. 1 (1985): 203–24.

¹⁷ Ron I Thomson, Tracey M Derwing, and Murray J Munro, "How Long Can Naturalistic L2 Pronunciation Learning Continue in Adults? A 10-Year Study," *Language Awareness* 33, no. 2 (2024): 201–23.

Table 1. Research Informant Profile

No.	Informant	Role	Data Collection Technique
1	Nayliyaturrochmah, M.Pd	Head of LPBA (Language Development Institute)	In-depth interview, documentation
2	Dhea Amiroh, M.Pd.	Arabic Language Community Tutor	In-depth interview, observation
3	Yeni Kusnita	Language Community Participant	In-depth interview, observation

RESULTS AND DISCUSSION

Interview Data Results

Interview data are presented in a matrix table to facilitate comprehensive understanding of phoneme errors in the Language Community. Table 2 summarizes perspectives from three key informants: Chairperson of LPBA, Supervisor, and Participant.

Table 2. Matrix of Interview Results with Key Informants

Aspects	Chairman of LPBA	Supervisor	Participants	Triangulation Conclusion
Learning Conditions	Good learning, supported by adequate human resources, supervisors mastering Arabic	Participants are still beginners from the main lodge, not the course dormitory	Happy to join the language community, want to be able to speak Arabic	The learning went well, but participants at the beginner level had practical difficulties
Error Types	The same hijaiyyah letters as ج, ح, ه, س, ش, ز; Short, Long and Tasydid Problems	Changes in letters such as ج→ز, ح→ه, س→ش, ع→أ; Sluggishness and short length	Almost identical letters are difficult to pronounce	Dominant errors in articulate letters as well as long, short and tasydid aspects
Causal Factors	Many cottage activities, lazy, underestimated, less conducive places	Lack of interest, difficult assumptions, boredom, influence of the yellow book	Difficult assumptions, lack of motivation, environment is still Javanese	Lack of interest, difficult presumptions, influence of mother tongue, monotonous methods
Improvement Efforts	Effective outdoor learning, audio-visual media to attract interest	Give interest first, interesting methods such as singing and games, get used to speaking Arabic	Need singing method, Arabic environment, language day program	Innovative methods, Arabic-speaking environment, increased motivation

Interview data showed a pattern of consistency of perception across informants regarding the type of dominant phoneme error and the main causative factor. The three informants independently identified hijaiyyah letters that had similar articulations, such as ج, ح, ه, س, ش, ز, ع as the main sources of pronunciation errors. Errors in suprasegmental aspects such as short length and tasydid were also mentioned consistently by the Chairman of LPBA and supervisors. These findings are in line with the research of Hidayah and Ulya¹⁸ at the Darul Muttaqin Islamic Boarding School in Jombang which identified that 52% of phonological errors were in the form of phoneme changes in letters that were articulately close together, showing a systematic and predictable pattern of errors. The pattern of consistency of perception between informants reinforces the validity of the finding that phoneme errors in the Al Amiriyyah Language Community are specific and clearly identifiable, especially in letters that are phonologically challenging for non-Arabic speakers.

¹⁸ Nurul Hidayah and Ummi Zulfa Ulya, "Analisis Kesalahan Fonologi Dalam Keterampilan Membaca Teks Arab Siswa Kelas Viii Dipondok Pesantren Darul Muttaqin Sambong Jombang," *Jurnal Education and Development* 9, no. 3 (2021): 208–12.

Interview data showed consistency of perception across informants regarding dominant phoneme error types and main causal factors. All three independently identified hijaiyyah letters with similar articulation (ج, ح, س, ش, ز, ه, ع) as main sources of pronunciation errors. Suprasegmental errors (vowel length and tasydid) were also consistently mentioned. These findings align with Hidayah and Ulya¹⁹ who identified 52% of phonological errors as phoneme changes in articulatorily close letters. The error pattern indicates systematic phonological interference from participants' mother tongues (Javanese, Madurese, Osing) into Arabic sound production. Letters such as ط, ظ, ض, ص, ح, ع have no equivalents in the participants' L1 phonological systems, causing subconscious substitution with the nearest available sounds. Saville-Troike and Barto²⁰ explain that negative transfer from L1 is universal in L2 phonology learning. This confirms that phoneme errors at the research site are not random but systematic, rooted in structural differences between mother tongue phonology and Arabic.

Observation Data Results

Observation over six meetings produced quantitative and qualitative documentation of phoneme error types and frequencies in natural learning contexts. Table 3 presents the recapitulation of observed phoneme errors.

Table 3. *Observational Phoneme Error Recapitulation*

No.	Error Types	Raw Words	Pronunciation Errors	Frequency
1	Phoneme Changes	[محبتي] (mahabbati)	[مهيتي] (mahbati)	12
2	Phoneme Changes	[نشكر] (nasykuru)	[نسكر] (naskuru)	8
3	Phoneme Changes	[الجزاء] (al-jazaa')	[الجاء] (al-jajaa')	5
4	Phoneme Changes	[النباء] (an-nabaa')	[النباع] (an-nabaa')	4
5	Phoneme Changes	[خطابتي] (khithaabati)	[حطابتي] (hithaabati)	6
6	Pengurangan Fonem	[يستنون] (yastannuuna)	[يستنن] (yastannun)	7
7	Phoneme Reduction	[العصريّة] (al-'ashriyyah)	[العصرية] (al-'ashriyah)	5
8	Phoneme Reduction	[الدنيّة] (ad-duniyyah)	[الدنية] (ad-duniyah)	4
9	Addition of Phonemes	[الكتب] (al-kutubu)	[الكتبوب] (al-kutuubu)	3
10	Tasydid's Fault	[الرّحمن] (ar-rahman)	[الرحمن] (ar-ahman)	9
11	Short Length Error	[قال] (qaala)	[قل] (qul)	10

Observational data showed uneven error distribution: phoneme changes were most dominant (35 out of 73 total errors, 48%), followed by tasydid errors (9 times) and short/long vowel errors (10 times). Phoneme reduction occurred 16 times (22%) and phoneme addition only 3 times (4%). This pattern is consistent with findings that phoneme change errors dominate Arabic learning in Indonesia due to consonant system differences between Arabic and Austronesian languages²¹. Sekarsari²² explain that Arabic phonemes without Indonesian equivalents tend to be substituted with the nearest phoneme.

¹⁹ Nurul Hidayah and Umami Zulfa Ulya, "Analisis Kesalahan Fonologi Dalam Keterampilan Membaca Teks Arab Siswa Kelas VIII Dipondok Pesantren Darul Muttaqin Sambong Jombang," *Jurnal Education and Development* 9, no. 3 (2021): 208–12.

²⁰ Muriel Saville-Troike and Karen Barto, *Introducing Second Language Acquisition* (Cambridge University Press, 2016).

²¹ Abdul Basith and Anyes Lathifatul Insaniyah, "TARQIYAT AL-LUGHAH AL 'ARABIYAH: ISTIKHDAM AL-KUTUB AL-TAFA'ULIYAH LI MUKAFAKHAT QALAAH AL-QIRAAH: ترقية اللغة العربية: استخدام الكتب التفاعلية لمكافحة قلق القراءة," *Lahjah Arabiyah: Journal of Arabic Language and Arabic Language Education* 7, no. 1 (2026): 16–32; Mualim Wijaya and Abdul Basith, "PENERAPAN STRATEGI PEMBELAJARAN EKSPOSITORI DALAM MENINGKATKAN HASIL BELAJAR NAHWU DI MTS NURUL JADID PAITON PROBOLINGGO," *Tanfidiyya: Journal of Arabic Education* 4, no. 01 (2024): 1–13.

²² Ayu Sekarsari et al., "Arabic Phonological Interference: Contrastive Analysis of Arabic Phonemes Against Indonesian Phonemes in Non-Arabic Literature Department Students of Al-Azhar University," *Aslama: Journal of Islamic Studies* 1, no. 4 (2024): 155–65.

The dominance of phoneme changes reflects the universal challenge in the acquisition of a second language phonological system that is typologically different from the first. The letter ش (syin) which changed to س (sin) showed the difficulty of the participants in realizing the palato-alveolar fricative that is not known in Javanese and Madurese languages. Similarly, the change of ح to ڤ reflects the inability to produce voiceless pharyngeal fricatives that are anatomically foreign to speakers of Austronesian languages. The high frequency of tasydid errors (9 times) indicates that the concept of gemination or phonemic double consonants in Arabic is difficult to acquire because in Indonesian gemination does not distinguish meaning. Hyejin²³ explain that linguistic features which are typologically rare or absent in the first language require a longer acquisition period and more intensive input. Neurolinguistic research by Sun and Weina²⁴ shows that the areas of the brain that process second language sounds require repeated training to form new neural representations of phonemes that do not exist in the first language. This interpretation confirms that the pattern of observation errors is not merely incidental, but rather a reflection of the typological distance between the phonological system of the participant's language and Arabic, which demands a cross-linguistic awareness-based teaching approach and structured articulatory exercises.

The dominance of phoneme changes reflects the universal challenge of acquiring an L2 phonological system typologically different from L1. The change from ش to س shows difficulty in producing the palato-alveolar fricative unknown in Javanese and Madurese. Similarly, ح→ڤ reflects inability to produce voiceless pharyngeal fricatives foreign to Austronesian speakers. The high frequency of tasydid errors (9 times) indicates that gemination (phonemic double consonants) is difficult to acquire because Indonesian does not use gemination contrastively. Hyejin²⁵ explain that typologically rare or absent L1 features require longer acquisition periods and more intensive input. Neurolinguistic research by Sun and Weina²⁶ shows that brain areas processing L2 sounds need repeated training to form new neural representations. This interpretation confirms that observation error patterns reflect typological distance between participants' L1 phonology and Arabic, demanding a cross-linguistic awareness-based teaching approach with structured articulatory exercises.

Documentation Data Results

Documentation from institutional archives was analyzed to provide institutional context. Table 4 summarizes findings from document analysis.

Table 4. *Documentation Analysis Results*

Document Type	Key Findings	Implications for Phoneme Errors
Institution Profile	LPBA was established in 2004; Language Community as an alternative for boarding school students who have not met the requirements for the course dormitory	Participants have heterogeneous abilities; No phonology competency-based entrance selection
Learning Syllabus	Educational syllabus and calendar available; using the institution's own published books	The curriculum is structured yet flexible; does not explicitly target specific phoneme correction
Learning	Audio from PP Darullughah Wad Da'wah Bangil for	There are listening training efforts, but

²³ Hyejin An and Shaofeng Li, "Anxiety in Task-Based Language Teaching," *Individual Differences and Task-Based Language Teaching* 16 (2024): 52.

²⁴ Weina Sun, "The Impact of Automatic Speech Recognition Technology on Second Language Pronunciation and Speaking Skills of EFL Learners: A Mixed Methods Investigation," *Frontiers in Psychology* 14 (2023): 1210187.

²⁵ Hyejin An and Shaofeng Li, "Anxiety in Task-Based Language Teaching," *Individual Differences and Task-Based Language Teaching* 16 (2024): 52.

²⁶ Weina Sun, "The Impact of Automatic Speech Recognition Technology on Second Language Pronunciation and Speaking Skills of EFL Learners: A Mixed Methods Investigation," *Frontiers in Psychology* 14 (2023): 1210187.

Media	istima' training	they have not been integrated with phoneme production exercises
Student Data	Students come from different regions: Java, Madura, Osing, and others	Diversity of mother tongues creates variations in phonological interference patterns
Tutor's Notes	Tutors record participants' progress and common mistakes informally	The tutor's documentation confirms the error pattern the researcher found

Documentation reveals that diversity of participants' linguistic backgrounds and learning program structure contribute to complexity of identified phoneme errors. Student data shows diverse regional origins with different mother tongues: Javanese (majority), Madurese, Osing, and some from outside Java. This heterogeneity means there is no single interference pattern but rather error variations influenced by each native language. The available syllabus has a clear curriculum structure but does not specifically target phoneme remediation. Audio media for istima' training shows awareness of auditory input importance but is not balanced with structured production exercises. Ortega's²⁷ emphasizes that individual variation in phonology learning is influenced by L1 backgrounds, making a one-size-fits-all approach ineffective. Nassaji and Kartchava²⁸ emphasize that systematic error documentation by teachers is the first step to targeted feedback. Documentation data shows that although learning infrastructure exists, there is no systematic approach specifically targeting phoneme errors based on diagnosis of participants' diverse linguistic needs.

The gap between learning infrastructure availability and suboptimal phoneme error handling indicates the need for curriculum development more responsive to participants' linguistic diversity. The existence of syllabus, audio media, and tutor notes shows awareness of Arabic teaching importance. However, absence of specific modules for diagnosis-based phoneme exercises and lack of integration of mother tongue diversity data into learning planning cause interventions to be generic and less targeted. Informal tutor records also show that error documentation is not systematic or standardized. Wahba, Taha, and England²⁹ emphasize that effective Arabic phonology teaching should begin with contrastive analysis between Arabic and the learner's L1 to identify potential error areas. Alhawary³⁰ shows that a curriculum integrating specific phoneme exercises based on error diagnosis results in significantly greater pronunciation accuracy improvement compared to conventional curriculum.

Implications of Interview Data Results

Consistency of perceptions among informants regarding phoneme error types and causes implies systemic problems in Arabic language learning requiring structural interventions, not just momentary technical fixes. When heads of institutions, supervisors, and participants independently identified the same error patterns (especially letters ح, هـ, ض, vowel length, and tasydid), it indicates the problem is embedded in daily learning practices and recognized by all stakeholders. Dysfunction occurs because shared awareness has not been translated into systematic corrective actions. Research shows that effective educational change requires alignment of perceptions among

²⁷ Lourdes Ortega, *Understanding Second Language Acquisition*, 2014, <https://doi.org/10.4324/9780203777282>.

²⁸ H Nassaji and E Kartchava, eds., *Corrective Feedback in Second Language Teaching and Learning: Research, Theory, Applications, Implications*, 1st ed. (Routledge, 2017), <https://doi.org/10.4324/9781315621432>.

²⁹ Kassem Wahba, Zeinab Taha, and Liz England, *Handbook for Arabic Language Teaching Professionals in the 21st Century*, 2006.

³⁰ Mohammad Alhawary, *Arabic Second Language Learning and Effects of Input, Transfer, and Typology*, 2019, <https://doi.org/10.1353/book63892>.

leaders, implementers, and policymakers³¹. Interview data serves as an organizational diagnostic revealing that the root problem is not ignorance but absence of a collective mechanism to transform shared awareness into integrated improvement strategies.

Informants' perception patterns show a strong correlation between motivational and structural factors in causing phoneme errors, with a circular, mutually reinforcing cause-and-effect relationship. Lack of interest causes participants to be lazy in practicing, which in turn reinforces the perception that Arabic is difficult. This difficulty perception is exacerbated by monotonous, unengaging teaching methods, further diminishing motivation. This negative cycle is rooted in a learning structure not designed to build early success experiences in phoneme mastery. Bandhu et al.'s³² motivation theory explains that perceived language difficulty negatively correlates with motivation, mediated by learning experience quality. Repeated pronunciation failures create learned helplessness difficult to break without structured intervention. Table 5 presents the implication analysis from interview results.

Table 5. *Analysis of Implications from Interview Data Results*

Analytical Aspect	Key Findings	Implications for Learning	Structural Root Cause
Stakeholder Perception Consistency	Head of LPBA, supervisor, and participants independently identified the same pattern of phoneme errors (letters ع, ح, ص, ض, vowel length, and tasydid).	Collective awareness not followed by systematic action leads to pedagogical stagnation. Structural intervention is required, not merely temporary technical fixes.	Absence of a collective mechanism to transform shared awareness into an integrated improvement strategy.
Relationship Between Motivation and Structure	Lack of interest causes laziness in practice, reinforcing the perception that Arabic is difficult. Monotonous methods worsen this negative cycle.	Learning design must intentionally create early success experiences in phoneme mastery, not just increase motivation.	No learning design that deliberately builds early success experiences in phoneme acquisition.
Self-Reinforcing Error Cycle	Perception of difficulty → low motivation → inadequate practice → monotonous methods → perception of difficulty intensifies.	A structured intervention is needed to break the vicious cycle that leads to learned helplessness among participants.	Inability of the learning system to translate shared awareness of root causes into integrated, structured action.

Implications of Observation Data Results

The dominance of phoneme change errors (48% of total errors) implies that the current learning process fails to facilitate acquisition of the Arabic sound system, which is typologically different from participants' mother tongue. High frequency of س→ش changes (12 times), ح→ه (8 times), and tasydid errors (9 times) indicates that participants are not making random mistakes but consistently reproducing patterns reflecting absence of accurate mental representations for these phonemes. This dysfunction impacts communication because phoneme changes can radically alter meaning, e.g., نشكر (we thank) becoming نسكر (we get drunk). Llompart's³³ research proves that adult learners tend to perceive L2 phonemes through L1 phoneme categories, so without adequate

³¹ Mochamad Gilang Ardel Mubarak et al., "HYPNOTEACHING AS AN ALTERNATIVE APPROACH IN ARABIC LANGUAGE LEARNING," *Lahjah Arabiyah: Journal of Arabic Language and Arabic Language Education* 7, no. 1 (2026): 48–64; Artan Veseli, Petrit Hasanaj, and Agron Bajraktari, "Perceptions of Organizational Change Readiness for Sustainable Digital Transformation: Insights from Learning Management System Projects in Higher Education Institutions," *Sustainability* 17, no. 2 (2025): 619.

³² Din Bandhu et al., "Theories of Motivation: A Comprehensive Analysis of Human Behavior Drivers," *Acta Psychologica* 244 (2024): 104177, <https://doi.org/https://doi.org/10.1016/j.actpsy.2024.104177>.

³³ Miquel Llompart, "On the Effects of Task Focus and Processing Level on the Perception–Production Link in Second-Language Speech Learning," *Studies in Second Language Acquisition* 46, no. 1 (2024): 214–26.

perceptual training, production errors persist even when learners cognitively understand the rules. The pedagogical implication is that teaching rules without perceptual training and structured production will not yield phonological accuracy, necessitating a shift from a cognitive approach to a sensorimotor skill-based approach.

The pattern of observation errors is caused by insufficient listening experience (perceptual training) with Arabic sounds absent from participants' L1 phoneme inventory. The change from ح to ء occurs because participants have never been sufficiently exposed to the voiceless pharyngeal fricative sound, which is acoustically and articulatorily foreign. Without adequate auditory input, the brain cannot form accurate perceptual representations, reflected in incorrect production. Documented audio media is available, but observations show its use is not intensive or structured for minimal pair discrimination training. This aligns with research on native language neural commitment, showing that early and intensive exposure to language sounds forms neural commitment that makes learning new sounds later require greater effort³⁴. However, structured perceptual training can overcome this barrier by forming new neural maps. Table 6 presents implication analysis from observation data.

Table 6. *Analysis of the implications from the observation data results*

Analytical Aspect	Key Findings	Implications for Learning	Structural Root Cause
Dominance of Phoneme Substitution Errors	Substitution errors account for 48% of total errors, with high frequency of [ش]→[س] (12 times), [ح]→[ء] (8 times), and tasydid errors (9 times).	Teaching rules without perceptual training and structured production will not yield phonological accuracy. A shift from a cognitive approach to a sensorimotor skill-based approach is required.	Current learning process fails to facilitate acquisition of Arabic sounds that are typologically different from participants' mother tongue.
Lack of Sufficient Perceptual Training	Errors such as [ح]→[ء] occur because participants have not been sufficiently exposed to voiceless pharyngeal fricatives, which are acoustically and articulatorily foreign.	Intensive and structured perceptual training using minimal pair discrimination is necessary before expecting accurate production.	Curriculum lacks integration of technology-based perceptual training and direct mentoring, limiting opportunities for learners to "train their ears."
Consistent Error Patterns Reflecting Absence of Accurate Mental Representations	Participants consistently reproduce patterns that show no accurate mental representation for challenging phonemes, e.g., [نشكر] (we thank) becomes [نسکر] (we get drunk), altering meaning.	Phoneme changes can radically alter meaning, so corrective feedback must focus on perception-based training, not just rule explanation.	Without adequate auditory input, the brain cannot form accurate perceptual representations, leading to persistent production errors.

Implications of Documentation Data Results

The gap between availability of learning infrastructure (syllabus, media, tutor notes) and suboptimal handling of phoneme errors implies that existing resources have not been strategically utilized to address priority issues. Syllabus exists but does not explicitly target specific phoneme improvement; audio media exists but is used sporadically; tutor notes are available but informal and

³⁴ Christian Brodbeck, Katerina Danae Kandylaki, and Odette Scharenborg, "Neural Representations of Non-Native Speech Reflect Proficiency and Interference from Native Language Knowledge," *Journal of Neuroscience* 44, no. 1 (2024).

unstandardized. This dysfunction indicates that the institution has invested in learning elements but lacks a quality management system ensuring these elements are collectively directed toward solving identified phonological issues. Research on effective educational organizations emphasizes that school effectiveness is not determined solely by resource presence but by system coherence in directing resources toward priority goals³⁵ The implication is that the solution lies not in adding new resources but in integrating existing resources into a coherent strategy specifically targeting phoneme improvement.

The structural root of suboptimal documentation utilization is the absence of a systematic mechanism to transform documentation data into evidence-based learning planning. Student data on mother tongue diversity is available but not used to design differential interventions based on linguistic backgrounds. Tutor notes on common mistakes are documented but not periodically analyzed to identify patterns and trends. As a result, learning proceeds under the assumption of participant homogeneity, whereas reality is highly heterogeneous. Research by Eugenijus Kurilovas³⁶ on data-driven decision-making in education shows that data availability alone is insufficient; what determines effectiveness is the organization's capacity to process data into insights and translate insights into actions. Table 7 presents implication analysis from documentation data.

Table 7. Analysis of Implications from Documentation Data Results

Analytical Aspect	Key Findings	Implications for Learning	Structural Root Cause
Gap Between Infrastructure Availability and Optimal Handling	Syllabus exists but does not explicitly target specific phoneme improvement; audio media is available but used sporadically; tutor notes are informal and unstandardized.	The solution lies not in adding new resources, but in integrating existing resources into a coherent strategy specifically targeting phoneme improvement.	The institution lacks a quality management system that ensures all learning elements are collectively directed toward solving identified phonological issues.
Underutilization of Learner Diversity Data	Student data shows diverse mother tongue backgrounds (Javanese, Madurese, Osing), but this information is not used to design differentiated interventions.	Learning proceeds under the assumption of participant homogeneity, whereas the reality is highly heterogeneous. Differential interventions based on linguistic background are needed.	Absence of a systematic mechanism to transform documentation data into a basis for evidence-based learning planning.
Lack of Systematic Error Documentation and Feedback Loop	Tutor notes document common mistakes informally, but these records are not periodically analyzed to identify patterns and trends.	Without systematic analysis, errors are addressed superficially rather than through targeted, data-driven corrective strategies.	No knowledge management cycle that integrates data collection, error pattern analysis, intervention planning, and continuous impact evaluation.

³⁵ Vasiliki Brinia et al., "The Impact of Communication on the Effectiveness of Educational Organizations," *Education Sciences* 12, no. 3 (2022): 170.

³⁶ Eugenijus Kurilovas, "On Data-Driven Decision-Making for Quality Education," *Computers in Human Behavior* 107 (2020): 105774.

CONCLUSION

The most important finding of this research is that phonemic errors in Arabic pronunciation within the Al Amiriyyah Diniyah School Language Community are systematic and patterned, rather than mere random mistakes caused by carelessness. The three main forms of errors in phoneme substitution (48%), phoneme reduction (22%), and phoneme addition (4%) indicate that participants experience fundamental difficulties in realizing Arabic sounds that do not have equivalents in their mother tongue's phonological system, especially with letters such as [ض], [ص], [ح], [ع], as well as long and short vowels and shadda. The lesson that can be drawn is that learning Arabic, particularly its phonological aspects, cannot rely solely on a cognitive approach that emphasizes rote memorization of rules, but rather requires structured perceptual and production practice that takes into account the linguistic background of the participants. Furthermore, this research reveals that the stakeholders' awareness of the same issue is not sufficient to drive change, due to the absence of a collective mechanism to transform that awareness into integrated improvement strategies.

The strength of this research lies in its contribution to enriching the corpus of studies on Arabic phoneme error analysis by presenting a new perspective that simultaneously integrates three data sources: interviews, observations, and documentation, thereby producing a holistic and in-depth understanding of the phoneme error phenomenon in traditional pesantren environments. Methodologically, this research updates the error analysis approach by not only documenting the types of errors but also uncovering the underlying structural factors thru triangulation of sources and techniques. From a theoretical perspective, this research confirms the relevance of Corder's error analysis framework in the context of Islamic education in Indonesia while also expanding it by demonstrating that phonological interference from the mother tongue is not only individual but also influenced by institutional policies and curriculum design. In a case study manner, this research is the first to specifically examine phonemic errors in extracurricular language community activities at female Islamic boarding schools, thus filling a gap in the literature that has primarily focused on formal classroom learning.

AUTHOR CONTRIBUTION STATEMENT

This research was conducted collaboratively by two authors. Their specific contributions are as follows: Nurmaya Badriatul Jamroh (First Author) – Responsible for the conceptualization and design of the study, development of the theoretical framework, and acquisition of ethical approvals. She conducted all fieldwork, including in-depth interviews, participatory observations, and documentation studies at Madrasah Diniyah Al Amiriyah Banyuwangi. She performed data analysis using the interactive model of Miles, Huberman, and Saldaña (data condensation, display, and conclusion verification) and carried out triangulation of sources, techniques, and time to ensure trustworthiness. She wrote the original draft of the manuscript. Achmad Yani (Second Author) – Contributed to the validation of data interpretation, supervision of the research process, critical revision of the manuscript for important intellectual content, and provided logistical and administrative support during the fieldwork. He also assisted in the literature review, revised the discussion section, managed the submission and revision process, and approved the final version for publication.

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