



Phonetic Errors in Arabic Speech of Students Arabic Language

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Abstract

Arabic speech is one of the lessons learned by the fourth-semester students in Arabic Language Education Department at Antasari State Islamic University Banjarmasin which is included in the *khitābah wā masrahīyah* course. In speech activities, pronunciation errors or phonetic errors require more attention because these errors will affect the meaning captured by the listener. The purpose of this study was to find the phonetic errors in Arabic speech of Arabic Language Education students of Antasari Islamic State University. This research utilized a qualitative research using content analysis. The data collection techniques used were documentation, free listening, and note-taking techniques. Then the data were analyzed using error analysis techniques. From the data collected, it can be concluded that the phonetic errors in Arabic speech were by substituting letters with other letters, resulting in a total of 13 forms of sound changes. All forms of letter substitution occur on letters that are suspected of having similar sounds in Arabic.

Keywords: *Phonetic Error, Speech, Arabic Language*

Introduction

Humans are social creatures who interact with each other, one of which is through communication. In communication, language is a means used by humans to be able to understand what is conveyed between individuals. Language is defined as a conventional phonemic coding system in which the meaning of the words in it depends on the (agreement) of the language community concerned, which is used by a group living in the same environment and communicating with each other and

shaping their personality.¹ Language plays a very important role in uniting and tightening the scope of individuals, families, communities and nations.² Language becomes a medium for conveying ideas, ideas, and human thoughts both orally and in writing.³

Foreign language teaching in education is an integral part, because by mastering foreign language skills, students can access various scientific references from various parts of the world. ⁴ Arabic as a second language has different learning principles from the mother tongue, both in terms of methods, materials, and the learning process.⁵ Arabic is closely related to daily life, it is the language of religion, the language of official communication between countries, the language of buying and selling, the language of Islamic economics and banking, the language of culture, the language of science and technology, the language of legislation, the language of association and so on.⁶

With regard to the function of language as a means of communication, speech is the sum of the laws by which persuasion of the subject can be desired.⁷ Speech in terms of Arabic is *خطب-يخطب-خطبة*.⁸ Yosodipuro says that speech is the

¹Frida Unsiyah and Ria Yuliati, *Pengantar Ilmu Linguistik* (Malang: Universitas Brawijaya Press, 2018), p. 5

²Zakiatunnisa, Dinda Alfian Sukma, and Masiva Nada Faidah, "Problematika Pembelajaran Bahasa Arab Dan Solusinya Bagi Non-Arab," *Prosiding Semnabama IV UM Jilid 2 dengan Tema Peran Mahasiswa Bahasa Arab dalam Menghadapi Revolusi Industri 4.0* (2020), p.489

³Ambo Pera Aprizal, "Urgensi Pembelajaran Bahasa Arab dalam Pendidikan Islam," *Jurnal Pendidikan Guru* 2, no. 2 (2021), p. 87

⁴Mardhiya Agustina, et.al, "Arabic Language Skills Development Throughthe Application of Language Disciplines in Modern Islamic Boarding Schools ," *Al-Maqayis* 9. no. 2 (2022), p. 216

⁵Rossi Delta Fitriannah, "Perubahan Artikulasi Fonem Bahasa Arab Bagi Penutur Bahasa Asing (Suatu Kajian Fonologi Mahasiswa Prodi Pendidikan Bahasa Arab IAIN Bengkulu)," *Tsaqofah & Tarikh* 4, no. 2 (2020), p. 164

⁶Nginayatul Khasanah, "Pembelajaran Bahasa Arab Sebagai Bahasa Kedua (Urgensi Bahasa Arab dan Pembelajarannya di Indonesia)," *An-Nidzām: Jurnal Manajemen Pendidikan dan Studi Islam* 3, no. 2 (December 10, 2016), p. 41

⁷Imām Muslimīn, *Fann al-Khiṭābah al-‘Arabiyyah*, (Malang: UIN Maulana Malik Ibrahim, 2011), p. 10

⁸Mujamma’ al-Lughah al-‘Arabiyyah. *al-Mu’jam al-Wasith* (al-Qāhirah: Maktabah asy-Syurūq ad-Dauliyyah, 2005, p. 243

activity of speaking in front of public to convey opinions or provide information about something.⁹ As for Muhammad's opinion, speech is the art of speaking, instructing, and persuading listeners.¹⁰ So from some of the definitions of speech, it can be underlined that in order to achieve the purpose of speech, a person must have good language skills and speaking skills. Speaking ability is an important component in speech in order to express ideas and thoughts, organize and persuade others.¹¹

In this regard, speech should be delivered with correct pronunciation, because even a slight change in the pronunciation of a word can have a significant impact on the intended meaning.¹² And in order for the pronunciation to be good and smooth, it is very necessary to be able to pronounce each letter in accordance with the procedures for its articulation.¹³

One of the language errors often encountered in speech activities is mispronunciation or also called phonetic errors. Phonetic errors or difficulties in pronouncing letters are one of the common problems in foreign language learning.¹⁴ In Arabic, phonetic errors are a problem that requires special attention, because Arabic has special phonetic characteristics.¹⁵ Phonetics is the study of

⁹Arif Yosodipuro, *Pintar Pidato: Kiat Menjadi Orator Hebat Membongkar Rahasia Orasi Magis Tokoh Terkemuka* (Jakarta: Gramedia Pustaka Utama, 2020), p. 2.

¹⁰Ismā'īl 'Alī Muhammad, *Fann al-Khiṭābah wa Maharat al-Khaṭīb (Buhūts fi 'Idad al-Khaṭīb ad-Da'iyah)*, (al-Qāhīrah: Dār al-Kalimah li an-Nasyr wa at-Tawzī', 2016), p. 17.

¹¹Nur Alfin Hidayati, "Peningkatan Keterampilan Pidato Melalui Metode Demonstrasi Berbantuan Unggah Tugas Video di Youtube," *Jurnal Educatio* 7, no. 4 (2021), p. 1739.

¹²Saidah, dkk., "Analisis Kesalahan Fonologi dalam Membaca Teks Bahasa Arab pada Mata Pelajaran Bahasa Arab di MIS Ihsaniyah Kelurahan Legok Kecamatan Danau Sipin Kota Jambi," *Ad-Dhuba : Jurnal Pendidikan Bahasa Arab dan Budaya Islam* 3, no. 1 (2022), p. 2.

¹³Muhammad Afif Amrulloh and Haliyatul Hasanah, "Analisis Kesalahan Fonologis Membaca Teks Bahasa Arab Siswa Madrasah Tsanawiyah Lampung Selatan," *Arabiyatuna : Jurnal Bahasa Arab* 3, no. 2 (November 13, 2019), p. 210.

¹⁴Muhammad Syaiful Bahri Hidayat, "Pembelajaran Fonologi Arab dengan Minimal Praise dan Tongue Twister," *Tarling : Journal of Language Education* 2, no. 2 (July 31, 2019), p. 201.

¹⁵Noor Amirudin, "Problematika Pembelajaran Bahasa Arab," *Tamaddun* (November 4, 2017), p. 6.

language sounds and is a branch of sound science, but it differs from other branches and is only concerned with spoken language, not with other forms of communication, such as written language, sign language, and other forms.¹⁶ Phonetics is a branch of linguistics that must be learned in order for the application of sound pronunciation to be precise and correct.¹⁷ If phonetics is not well mastered, it will have an impact on hampering the communication process.¹⁸

Phonetic errors in speech activities are of course normal. For example, the first mistake in learning to swim is a big mistake, which will gradually decrease as you learn from it.¹⁹ Similarly, in Arabic speech, Arabic has sounds that are close to the learner's language sounds, and there are also sounds that have no equivalent to the learner's language sounds.²⁰ And theoretically, language sounds that have no equivalent in the learner's language are expected to be a difficulty for them in pronunciation when compared to sounds that have an equivalent.²¹ However, mistakes should not be ignored, because in everyday life it has been proven that speech is an important means of conveying information.²²

Antasari State Islamic University is one of the Islamic universities that provides Arabic language teaching to its students. There is an Arabic Language Education department in the Faculty of Tarbiyah and Keguruan. In their education,

¹⁶Abd aṣ-ṣabūr Syāhīn, *Ilmu al-Aṣwāt*, (al-Qāhīrah: Maktabah asy-Syabāb, 2016), p. 6.

¹⁷M. Firdaus, "Analisis Kesalahan Fonetik Maharah Qira'ah pada Mahasiswa," *Ta'dib: Jurnal Pemikiran Pendidikan* 12, no. 2 (September 2022), p. 2.

¹⁸Nuril Mufidah dan Imam Zainudin, "Metode Pembelajaran Al-Ashwat," *al Mahara Jurnal Pendidikan Bahasa Arab* 4, no. 2 (December 2018), p. 201.

¹⁹Bandar Mohammad Saeed Al-Sobhi, "The Nitty-Gritty of Language Learners' Errors – Contrastive Analysis, Error Analysis dan Interlanguage," *International Journal of Education dan Literacy Studies* 7, no. 3 (July 31, 2019), p. 52

²⁰Abdul Rohman, "Bahasa Arab dan Problematika Pembelajarannya," *Jurnal Sanaamul Qur'an* 3, no. 1 (February 2022), p. 19

²¹Ainur Rofiq Shofa dan Abd. Aziz, "Pendidikan Bahasa Arab: Problematika dan Solusi dalam Studi Pembelajaran Bahasa Arab," *Jurnal Inovasi Penelitian* 1, no. 9 (February 2021), p. 1762

²²Rahmatia, et. al., "Analisis Kesalahan Fonologi dalam Keterampilan Membaca Teks Bahasa Arab Siswa Kelas XI MAN 1 Buton," *Nady Al-Adab: Jurnal Bahasa Arab* 18, no. 1 (05 2021), p. 122

students of the Arabic Language Education Department are required to be able to teach various sciences ranging from linguistics, education and teaching to language skills.

From the four kinds of language skills, speaking skills are generally considered the main skills and are used as a parameter for a person in assessing language skills, because these skills are seen and heard by people directly.²³ One of the courses related to speaking skills is *keḥṭābah wā masrahīyyah* which is studied in 4th semester. This course focuses on speech and drama activities using Arabic.

In speech learning, students are trained to deliver Arabic speeches gradually from the content to the closing, then afterwards they will be given feedback and improvements by the lecturer in charge of the course. As for the final exam of this course, students are assigned to deliver speeches independently which are recorded in video format and then uploaded to *YouTube* media. *YouTube* is one application makes everyone easy to upload their videos or content.²⁴ In addition, *YouTube* media also makes language learners' errors can be easily identified.²⁵

However, even though they have gone through various exercises and given corrections, there are still various mistakes made by students, especially errors in the pronunciation of letters. As the researchers found in the initial observation, the researchers collected *YouTube* links of speeches and watched one of the videos, then transcribed the spoken word by word into text form. The result was that pronunciation errors were found in the form of substitution of letters with other letters, including the substitution of the sound of the letter *sin* with *syin*, the letter

²³Nawang Wulandari, "Analisis Kesalahan Fonologis dalam Keterampilan Berbicara Bahasa Arab," *Al-Fathin: Jurnal Bahasa dan Sastra Arab* 3, no. 01 (August 9, 2020), H. 72

²⁴Helmi Muzaki and Arief Darmawan, "Analisis Kesalahan Berbahasa Lisan pada Kanal Youtube Fouly," *Metalingua* 7, no. 1 (April 2022), p. 56

²⁵Hesti Indah Mifta Nur'aini, "Error Analysis Speaking on Foreign Speakers: Case Study of Brazilian Youtuber," *Hortatori* 1, no. 2 (2017), p. 165.

zai with *jim*, the letter *ta* with *tha*, the letter *sa* with *sin*, and this errors repeated in different words. Failure in the pronunciation of phonemes will of course affect the meaning of the word and is likely to fail in its meaning for the listener.²⁶

Method

This research is a qualitative research with a *content analysis* approach. The main data sources of this research are 3 (three) Arabic speech videos of students majoring in Arabic Language Education at Islamic State University Antasari Banjarmasin class of 2019 which were recorded and uploaded on the YouTube application. Data collection was carried out with documentation, free listening technique, and note-taking technique. The data analysis technique used was error analysis technique. The error analysis technique has a main focus on learner errors and evidence of how learner errors can provide an understanding of the basic second language acquisition process.²⁷ This error analysis includes collecting error samples, identifying errors, describing errors, and explaining errors.

Result and Discussion

Phonetic errors are part of language errors in the form of errors in the pronunciation of phonemes. Setyawati said that phonetic errors are divided into three parts, namely phoneme subtraction, phoneme addition, and phoneme substitution. Phonemes in Arabic are divided into vowels and consonants. However, Dr. Romdon Abdul Tawwab suggested that phonemes (consonants) are more likely

²⁶Muhammad Saifudin and Ecca Oktaviani, "Fonem Segmental dan Fonem Suprasegmental dalam Bahasa Arab," *ALiF (Arabic Language in Focus)* 1, no. 1 (February 2023), p.1.

²⁷Fauziati Endang, "Contrastive Analysis, Transfer Analysis, Error Analysis, and Intrelanguage: Four Concepts One Goal," *Abmad Dahlan Journal of English Studies* 1, no. 1–2 (September 2014), p. 13

to be referred to as letters.²⁸ Letters in Arabic, for example, in the words تابع – طابع which both words have differentiating consonants in the letters *ta* and *tha* that can distinguish meaning.²⁹ Letmiros said that if Arabic consonants are compared with Indonesian, then the consonants contained in both are as many as 18 consonants, while the consonants that are only found in Arabic are 11 consonants.³⁰ This study is limited to examining errors that occur in consonants (letters).

Mistakes are different from errors, mistakes occur due to memory impairment, physical conditions and psychological states.³¹ Another difference is that in mistakes there will be self-correction done without involving others. Haidir says that students do not realize their mistakes: otherwise, they could prevent them.³² James also argues that the difference between the two is that "errors" are not self-corrected, that is, they cannot be corrected by the learner himself, whereas "mistakes" can be self-corrected.³³ As Corder divides errors in second language learning into *mistakes*, *errors*, and *slips*. *Mistake* is an error made by the speaker, but the speaker realizes and corrects it immediately. *Error* is an error caused by speakers who are not focused, not careful, and inattentive to the way of articulation. While *slip* is an error that can be corrected without external help.³⁴

²⁸Tajuddin Shafruddin, "Fonem Vokal Bahasa Arab Pada Struktur Morfologi 'Kosakata Mutsalllatsah' Bahasa Arab dalam Kamus Dwibahasa Arab-Indonesia," *Prosiding Pertemuan Ilmiah Internasional Bahasa Arab* (2019), p. 623.

²⁹Muhammad Afif Amrulloh, "Fonologi Bahasa Arab (Tinjauan Deskriptif Fonem Bahasa Arab)," *Jurnal Al Bayan* 8, no. 1 (2016), p. 10.

³⁰Thoyib I. M and Hasanatul Hamidah, "Interferensi Fonologis Bahasa Arab "Analisi Kontrasif Fonem Bahasa Arab Terhadap Fonem Bahasa Indonesia Pada Mahasiswa Universitas Al Azhar Bukan Jurusan Sastra Arab," *Jurnal Al-Azhar Indonesia Seri Humaniora* 4, no. 2 (September 2017), p. 65.

³¹Markhamah dan Sabardila, *Analisis Kesalahan Dan Karakteristik Bentuk Pasif*, p. 10.

³²Milagros Torrado-Cespón dan José María Díaz-Lage, "Error Analysis and Interlanguage in the Use of the Term 'ICT' in an Online Learner Corpus," *Complutense Journal of English Studies* 25 (November 27, 2017), p. 107.

³³Bandar Mohammad Saeed Al-Sobhi et al., "Arab ESL Secondary School Students' Spelling Errors," *International Journal of Education and Literacy Studies* 5, no. 3 (July 31, 2017), p. 19.

³⁴Batmang, "Kesalahan Fonologis Dalam Berbicara Bahasa Arab Pada Mahasiswa Matrikulasi STAIN Kendari," *Jurnal Al Izzah* 8, no. 1 (June 2013), p.24.

In the process of learning Arabic, learners will experience language contact between their mother tongue and the second language they are learning.³⁵ Language contact includes all events of contact between two or even more languages that may have an effect on changes in language elements by speakers..³⁶ If we look at the facts in the field, errors and difficulties in the pronunciation of second language phonemes are generally caused because the foreign language learned has more phonemes that are not owned by the first language.³⁷ The Arabic phonemes that have no equivalent in Indonesian are ث, ح, ذ, ر, ز, س, ش, ط, ظ, ع, ص, ض, غ, and ق.³⁸

In this study, researchers examined phonetic errors in Arabic speech videos of students majoring in Arabic Language Education at UIN Antasari Banjarmasin class of 2019. Researchers collected *YouTube* links from Arabic speech videos totaling 92 links. Then the researchers selected 3 videos from 92 videos to be studied consisting of video 1 (duration 6 minutes 55 seconds), video 2 (duration 5 minutes 42 seconds), and video 3 (duration 6 minutes 24 seconds). And this research is limited only to examining errors that occur in consonants (letters).

This research uses free listening and note-taking techniques as data collection methods. Then the data was analyzed using error analysis technique. Language error analysis is a process based on analyzing the errors of learners who are learning the

³⁵Muna Nabila Amatullah and Lady Farah Aziza, "Interferensi Bahasa Indonesia dalam Bahasa Arab: Kasus Pada Kesalahan Berbahasa Siswa Kelas X MAN 1 Sragen," *Alsuniyat: Jurnal Penelitian Bahasa, Sastra, dan Budaya Arab* 3, no. 1 (May 26, 2020), p. 48.

³⁶Muhammad Nur Kholis, "Proses Interferensi Fonologi pada Percakapan Bahasa Arab Santri," *Tsaqofiya : Jurnal Pendidikan Bahasa dan Sastra Arab* 1, no. 2 (Desember 2019), p. 5.

³⁷Maman Abdurrahman et al., "PROBLEMATIKA PENERAPAN PEMBELAJARAN MAHFÛZHAT BAHASA ARAB BAGI MAHASISWA," *Arabi: Journal of Arabic Studies* 5, no. 2 (December 31, 2020), p. 202.

³⁸Lina Marlina, "Analisis Kontrasif Fonologi Bahasa Arab dan Bahasa Indonesia dalam Pembelajaran Pidato Bahasa Arab Pada Program Studi Pendidikan Bahasa Arab UIN Sunan Gunung Djati Bandung," *Metalingua* 18 (December 2019), p. 129-130.

target language.³⁹ The language error analysis technique consists of the stages of (1) determining the sample, (2) identifying errors, (3) describing errors, and (4) explaining errors.⁴⁰ After determining the sample from the videos, the researchers identified the errors by listening to the audio of the videos, then transcribing them into text form until the phonetic errors that occurred could be identified. Then the researchers grouped the errors according to their form into a table to be described. In the last stage, the researchers explained the errors that had been found. The table of phonetic errors that researchers found is as follows:

³⁹Nurkholis, "Analisis Kesalahan Berbahasa Arab," *Al-Fathin: Jurnal Bahasa dan Sastra Arab* 1, No. 01 (2018), p.13 .

⁴⁰Rod Ellis, *The Study of Second Language Acquisition* (Oxford: Oxford University Press, 1994), p. 48.

| Number | Video | Time | Wrong Pronunciation | Pronunciation Should be | Error Form |
|--------|-------|-----------|---------------------|-------------------------|--|
| 1. | 1 | 0:29-0:31 | حادي | هادي | Substitution of the letter <i>ba</i> with <i>ha</i> |
| 2. | 1 | 0:52-0:53 | نستيع | نستطيع | Substitution of the letter <i>tha</i> with <i>ta</i> |
| 3. | 1 | 2:23-2:24 | نستيع | نستطيع | |
| 4. | 1 | 2:33-2:34 | نستياً | نستطيع | |
| 5. | 3 | 1:33-1:34 | نستيع | نستطيع | |
| 6. | 3 | 2:00-2:01 | أختب | أخطب | |
| 7. | 3 | 2:00-2:01 | ختبة | خطبة | |
| 8. | 3 | 2:26-2:27 | تلوع | طلوع | |
| 9. | 3 | 3:33-3:34 | أفترا | أفطرا | |
| 10. | 3 | 3:40-3:41 | الفتر | الفطر | |

| | | | | | |
|-----|---|-----------|---------|---------|---|
| 11. | 3 | 4:42-4:43 | التعام | الطعام | |
| 12. | 3 | 5:05-5:06 | المخاتي | المخاطي | |
| 13. | 3 | 5:41-5:42 | أطلب | أطلب | |
| 14. | 1 | 3:39-3:40 | قيمة | قيمة | Substitution of the letter <i>qaf</i> with <i>kaf</i> |
| 15. | 1 | 3:57-3:58 | كاد | قاد | |
| 16. | 1 | 5:45-5:46 | كلة | قلة | |
| 17. | 1 | 1:04-1:05 | الزلمات | الظلمات | Substitution of the letter <i>za</i> with <i>zai</i> |
| 18. | 1 | 1:31-1:32 | العزيم | العظيم | |
| 19. | 2 | 1:48-1:49 | الزلمات | الظلمات | |
| 20. | 2 | 3:07-3:08 | النزر | النظر | |
| 21. | 2 | 0:31-0:32 | أزمئين | أجمعين | |

| | | | | | |
|-----|---|-----------|---------|---------|---|
| 22. | 2 | 4:11-4:12 | تزارة | تجارة | Substitution of the letter <i>jim</i> with <i>zai</i> Substitution of the letter <i>ysin</i> with <i>sin</i> |
| 23. | 1 | 0:20-0:21 | سرور | شورور | |
| 24. | 1 | 0:40-0:41 | اسرح | اشرح | |
| 25. | 1 | 0:48-0:49 | نسكر | نشكر | |
| 26. | 1 | 1:09-1:10 | سكرا | شكرا | |
| 27. | 1 | 1:34-1:35 | السيطان | الشيطان | |
| 28. | 1 | 1:47-1:48 | سُؤوبًا | شعوبا | |
| 29. | 1 | 2:13-2:14 | سُؤوبًا | شعوبا | |
| 30. | 1 | 3:26-3:27 | يستغبون | يشغلون | |
| 31. | 1 | 4:02-4:03 | تسأر | تشعر | |

| | | | | | |
|-----|---|-----------|-------|-------|--|
| 32. | 1 | 4:38-4:39 | تعيس | تعيش | |
| 33. | 1 | 4:40-4:41 | سعوب | شعوب | |
| 34. | 1 | 4:53-4:54 | تعيس | تعيش | |
| 35. | 1 | 5:46-5:47 | سريئة | شريعة | |
| 36. | 1 | 6:46-6:47 | سكرا | شكرا | |
| 37. | 2 | 3:27-3:28 | يسمل | يشمل | |
| 38. | 1 | 0:26-0:27 | مدل | مضل | |
| 39. | 1 | 0:28-0:29 | يدلل | يضلل | |
| 40. | 2 | 4:13-4:14 | بأدهم | بعضهم | |
| 41. | 1 | 0:42-0:43 | أقدة | عقدة | |
| 42. | 1 | 0:54-0:55 | نجمأ | نجمع | |

| | | | | | |
|-----|---|-----------|----------|---------|--|
| 43. | 1 | 1:32-1:33 | أُوذ | أعوذ | Substitution of the letter 'ain with <i>hamzah</i> |
| 44. | 1 | 1:47-1:48 | سُوِّبًا | شعوبا | |
| 45. | 1 | 1:58-1:59 | إند | عند | |
| 46. | 1 | 2:01-2:02 | أليم | عليم | |
| 47. | 1 | 2:13-2:14 | سُوِّبًا | شعوبا | |
| 48. | 1 | 2:33-2:34 | نستتياً | نستطيع | |
| 49. | 1 | 3:51-3:52 | إندما | عندما | |
| 50. | 1 | 4:02-4:03 | تسأر | تشعر | |
| 51. | 1 | 5:12-5:13 | الأداة | العداوة | |
| 52. | 1 | 5:27-5-28 | أداة | عداوة | |
| 53. | 1 | 5:45-5:46 | ألى | على | |

| | | | | |
|-----|---|------------|--------|--------|
| 54. | 1 | 5:46-5:47 | سريئة | شريعة |
| 55. | 1 | 6:32-6:33 | أداة | عداوة |
| 56. | 1 | 6:48-6:49 | ألى | على |
| 57. | 2 | 0:04-0:05 | أليكم | عليكم |
| 58. | 2 | 0:13-0:14 | ألى | على |
| 59. | 2 | 0: 20-0:21 | أبده | عبده |
| 60. | 2 | 0:24-0:25 | ألى | على |
| 61. | 2 | 0:30-0:31 | ألى | على |
| 62. | 2 | 0:31-0:32 | أزمئين | أجمعين |
| 63. | 2 | 0:33-0:34 | تبئهم | تبعهم |
| 64. | 2 | 0:45-0:46 | أنطانا | أعطانا |

| | | | | |
|-----|---|-----------|-------|-------|
| 65. | 2 | 0:56-0:57 | ألى | على |
| 66. | 2 | 1:12-1:13 | أن | عن |
| 67. | 2 | 1:22-1:23 | تتالى | تعالى |
| 68. | 2 | 1:25-1:26 | أئوذ | أعوذ |
| 69. | 2 | 2:14-2:15 | ألمية | علمية |
| 70. | 2 | 2:37-2:38 | أقد | عقد |
| 71. | 2 | 2:42-2:43 | ألى | على |
| 72. | 2 | 2:56-2:57 | أقد | عقد |
| 73. | 2 | 2:59-3:00 | ألى | على |
| 74. | 2 | 3:03-3:04 | ألى | على |
| 75. | 2 | 3:17-3:18 | ألى | على |

| | | | | |
|-----|---|-----------|--------|--------|
| 76. | 2 | 3:20-3:21 | مئامل | معامل |
| 77. | 2 | 3:22-3:23 | مئاملة | معاملة |
| 78. | 2 | 3:39-3:40 | مئاملة | معاملة |
| 79. | 2 | 3:42-3:43 | مأ | مع |
| 80. | 2 | 4:10-4:11 | مئاملة | معاملة |
| 81. | 2 | 4:11-4:12 | مأ | مع |
| 82. | 2 | 4:13-4:14 | بأدهم | بعضهم |
| 83. | 2 | 4:33-4:34 | جميعاً | جميع |
| 84. | 2 | 4:45-4:46 | مئاملة | معاملة |
| 85. | 2 | 5:07-5:08 | أفوا | عفوًا |
| 86. | 2 | 5:37-5:38 | أليكم | عليكم |

| | | | | | |
|-----|---|-----------|-------|-------|---|
| 87. | 1 | 2:38-2:39 | نتفقر | نتفكر | Substitution of the letter <i>kaf</i> with <i>qaf</i> |
| 88. | 1 | 1:10-1:11 | قسيرا | كثيرا | |
| 89. | 1 | 1:10-1:11 | قسيرا | كثيرا | Substitution of the letter <i>sa</i> with <i>sin</i> |
| 90. | 2 | 0:52-0:56 | نسلي | نصلي | Substitution of the letter <i>shad</i> with the letter <i>sin</i> |
| 91. | 2 | 3:28-3:29 | صخسية | شخصية | |
| 92. | 3 | 1:38-1:39 | سلاة | صلاة | |
| 93. | 3 | 2:23-2:24 | سائمة | صائمة | |
| 94. | 3 | 1:51-1:52 | شراط | صراط | |
| 95. | 3 | 2:35-2:36 | معشية | معصية | Substitution of the letter <i>shad</i> with <i>syn</i> |
| 96. | 3 | 2:41-2:42 | شيامه | صيامه | |

| | | | | | |
|------|---|-----------|-------|-------|---|
| 97. | 3 | 2:49-2:50 | شيام | صيام | |
| 98. | 3 | 2:51-2:52 | يحشل | يحصّل | |
| 99. | 3 | 5:43-5:44 | قشور | قصور | |
| 100. | 3 | 5:43-5:44 | تقشير | تقصير | |
| 101. | 3 | 5:45-5:46 | نقش | نقص | |
| 102. | 3 | 5:46-5:47 | تقشير | تقصير | |
| 103. | 2 | 3:28-3:29 | صخسية | شخصية | Substitution of the letter <i>syin</i> with <i>shad</i> |

Table 1. Arabic Speech Phonetic Errors
Student of Arabic Language Department UIN Antasari Banjarmasin

Then, the researchers made a recapitulation of phonetic errors based on the form of phoneme substitution in the following table:

| Number | Form of Error | Word Count |
|---------------------|--|------------------|
| 1 | Substitution of the letter <i>jim</i> with the letter <i>zai</i> | 2 words |
| 2 | Substitution of the letter <i>ha</i> with the letter <i>ha</i> | 1 word |
| 3 | Substitution of the letter <i>tha</i> with the letter <i>ta</i> | 21 words |
| 4 | Substitution of the letter <i>kef</i> with the letter <i>qaf</i> | 2 words |
| 5 | Substitution of the letter <i>'ain</i> with the letter <i>hamzab</i> | 46 words |
| 6 | Substitution of the letter <i>shad</i> with the letter <i>syin</i> | 9 words |
| 7 | Substitution of the letter <i>shad</i> with letter <i>sin</i> | 4 words |
| 8 | Substitution of the letter <i>qaf</i> with the letter <i>kef</i> | 3 words |
| 9 | Substitution of the letter <i>syin</i> with the letter <i>sin</i> | 15 words |
| 10 | Substitution of the letter <i>syin</i> with the letter <i>shad</i> | 1 word |
| 11 | Substitution of the letter <i>sa</i> with the letter <i>sin</i> | 1 word |
| 12 | Substitution of the letter <i>dhad</i> with the letter <i>dal</i> | 3 words |
| 13 | Substitution of the letter <i>za</i> with the letter <i>zai</i> | 4 words |
| Total amount | | 103 words |

Table 2. Recapitulation of Phonetic Errors

And from the table above, it can be seen that all the errors that occur in the three Arabic speech videos are in the form of letter or phoneme substitutions. In addition, phoneme substitution errors also occur in phonemes that are thought to have similar pronunciation in Arabic and Arabic phonemes that have no equivalent in Indonesian letters.

The explanation of the error is as follows:

1. Substitution the sound of the letter *jim* with the sound of the letter *zai*

An example of this error is in the pronunciation of the word "تجارة". The sound of the letter *jim* (lamino palatal, blend, voiced). The way it is pronounced is by the middle of the tongue meeting the upper palate so that there is resistance, then the tip of the tongue separates from the upper palate slowly, and air comes out (as happens in friction sounds) and the vocal cords vibrate. The sound of the letter *zai* (apico alveolar, sliding, voiced). The way it is pronounced is by the tip of the tongue meeting the tips of the two lower incisors, air passing through a narrow platform and the vocal cords vibrating.

From the data collected, there are two words that are pronounced by changing the sound of the letter *jim* to the sound of the letter *zai*, namely in the words *أجمعين* and *تجارة* both of which are found in video 2.

2. Substitution of the sound of the letter *ha* with the sound of the letter *ha*

An example of this error is in the pronunciation of the word "هادي". The sound of the letter *ha* is throaty, sliding, and voiceless. This letter comes out of the base of the throat open, so with it flows the air, and the condition of the mouth is open because of the *syaka* that occurs when pronunciation on the *harokat fathah* and vocal cords do not vibrate. The sound of the letter *ha* is "throaty, sliding, voiceless". The pronunciation is that the base of the tongue comes close to the base of the throat, so the throat narrows, and air waves flow from the lungs with friction, the vocal cords do not vibrate.

From the data collected, there is one word that is pronounced by changing

the sound of the letter *ha* to the sound of the letter *ha*, namely in the word هادي found in video 1.

3. Replacing the sound of the letter *tha* with the sound of the letter *ta*

An example of this error is in the pronunciation of the word "نستطيع". The sound of the letter *tha* is tooth tip - gum - explosive sound - exhale - upper palate. The pronunciation is that the tip of the tongue meets the palate of the front teeth, and the air is held back. Then the tip of the tongue separates, and the air is blown out without raising the sound and the tip of the tongue is raised when pronouncing it. The sound of the letter *ta* is tetooth tip - gum - blast - exhale. The pronunciation is that the tip of the tongue meets the two folds and the front gums, the tip of the tongue is separated by opening wide, then the air is blown out and the vocal cords do not vibrate.

From the data collected, there were twelve words that were pronounced with the sound of the letter *tha* into the sound of the letter *ta*, namely in the word نستطيع whose mispronunciation was repeated three times in video 1, and nine errors found in video 3.

4. Replacing the sound of the letter *kaf* with the sound of the letter *qaf*

This error is in the pronunciation of the word "كثيرا". The sound of the letter *kaf* is dorso-velar, clenched, burst, voiceless. The way it is pronounced is that the back of the tongue meets the soft palate and the air is held there, the tongue separates from the soft palate, and the air rushes out. The sound of the letter *qaf* is "distant, inhibited, voiceless". It is pronounced by lifting the back of the tongue and meeting the velum and the air comes out after the two are separated.

From the data collected, there are three phonetic errors that are pronounced

with the sound of the letter *kaf* becoming the sound of the letter *qaf*, namely in the word كثيرا whose mispronunciation is repeated twice in video 1, and the word نتفكر which is also found in video 1.

5. Substituting the sound of the letter 'ain with sound of the letter hamzah

An example of this error is in the pronunciation of the word "عقدة". The sound of the letter 'ain is rooto-pharyngeal, sliding, voiced. The way it is pronounced is that the base of the tongue approaches the base of the throat, air waves travel from the lungs by friction and the vocal cords vibrate. The sound of the letter hamzah is the base of the throat, inhibited, between voiced and voiceless. The pronunciation is that the base of the throat is tightly closed, the air waves are held back, then the base of the throat opens, and the air blows out quickly.

From the data collected, there were forty-six phonetic errors that pronounced the letter sound 'ain into the letter sound hamzah, namely in 16 words in video 1, and 30 words in video 1.

6. Substituting the sound of the letter shad with the sound of the letter sin

This error is in the pronunciation of the word "شخصية". The sound of the letter shad is apico alveolar, sliding, voiceless. The pronunciation is when the tip of the tongue meets the tips of the two lower incisors, the air passes through a narrow platform and the base of the tongue rises to the soft palate. The sound of the letter sin is apico alveolar, sliding, voiceless. The pronunciation is when the tip of the tongue meets the tip of the two lower incisors, the air passes through a narrow platform and the vocal cords do not vibrate.

From the data collected, there are three phonetic errors that are pronounced with the sound of the letter *shad* becoming the sound of the letter *sin*, in the word *شخصية* in video 1, the word *صلاة* and *صائمة* in video 3.

7. Substituting the sound of the letter *shad* with the sound of the letter *syin*

This error is in the word "صراط". The sound of the letter *shad* is apico alveolar, sliding, voiceless. The pronunciation is when the tip of the tongue meets the tips of the two lower incisors, the air passes through a narrow platform and the base of the tongue rises to the soft palate. The sound of the letter *syin* is lamino palatal, sliding, voiceless. The pronunciation is when the tip of the tongue meets the soft palate, the air comes out by friction and the vocal cords do not vibrate.

From the data collected, there are nine phonetic errors pronounced with the letter sound *shad* becoming the letter sound *syin*, the word, *معصية*, *صيام*, *يحصل*, *قصور*, *تقصير*, *نقص*, and *تقصير* which are found in video 3.

8. Substituting the sound of the letter *qaf* with the sound of the letter *kaf*

This error is in the pronunciation of the word "قيمة". The sound of the letter *qaf* is "distant, inhibited, voiceless". The pronunciation is by lifting the back of the tongue and meeting the velum and the air comes out after the two are separated. The sound of the letter *kaf* is dorso-velar, clenched, burst, voiceless. The pronunciation is that the back of the tongue meets the soft palate and the air is held there, the tongue separates from the soft palate, and the air comes out loudly.

From the data collected, there are three phonetic errors that are pronounced with the sound of the letter *qaf* becoming the sound of the letter *kaf*, namely in the

قيمة, قاد, and قلة found in video 1.

9. Substituting the sound of the letter *syin* with the sound of the letter *shad*

This error is in the pronunciation of the word "شخصية". The sound of the letter *syin* is lamino platal, sliding, voiceless. It is pronounced by meeting the tip of the tongue with the soft palate, the air comes out by friction and the vocal cords do not vibrate. As for the sound of the letter *shad* apico alveolar, sliding, voiceless. The pronunciation is when the tip of the tongue meets the tip of the two lower incisors, the air passes through a narrow platform and the rise of the base of the tongue to the soft palate.

From the data collected, there is one phonetic error that is pronounced with the letter sound *syin* into the letter sound *shad*, the word شخصية found in video 2.

10. Substituting the sound of the letter *syin* with the sound of the letter *sin*

This error is in the word "شورور". The sound of the letter *syin* is lamino platal, sliding, voiceless. The pronunciation is by meeting the tip of the tongue with the soft palate, the air comes out by friction and the vocal cords do not vibrate. The sound of the letter *sin* is apico alveolar, sliding, voiceless. The pronunciation is by meeting the tip of the tongue with the tips of the two lower incisors, the air passes through a narrow platform and the condition of the vocal cords does not vibrate.

From the data collected, there are fifteen phonetic errors that are pronounced with the letter sound *syin* into the letter sound *sin*, namely fourteen words found in video 1, and one word in video 2.

11. Substituting the sound of the letter *sa* with the sound of the letter *sin*

This error is in the word "كثيرا". The sound of the letter *ṣa* is between the tongue - friction - blowing. The pronunciation is that the tip of the tongue is placed between the upper and lower teeth in the form of a blown sound, a gust of air that passes narrowly and comes out due to friction, while the vocal cords do not vibrate. The sound of the letter *sin* is apico alveolar, sliding, voiceless. The pronunciation is by meeting the tip of the tongue with the tips of the two lower incisors, the air passes through a narrow platform and the condition of the vocal cords does not vibrate.

From the data collected, there is one phonetic error that is pronounced with the letter sound *ṣa* into the letter sound *sin*, namely the word كثيرا which is pronounced with the word قسييرا found in video 1.

12. Subtituting the sound of the letter *ḍhad* with the sound of the letter *dal*

One of these error is in the pronunciation of the word "مضيل". The sound of the letter *ḍhad* is tip - teeth - gums - explosive sound - clear - soft palate. The pronunciation is by bringing the tip of the tongue together with the palate of the front teeth, then the air will be held behind and will blow out, by lifting the end of the tongue when pronouncing (soft palate). The sound of the letter *dal* is tooth tip - gum - blast - clear. The pronunciation method is when the tip of the tongue meets the two upper teeth, facing the gums, then the air blows behind the tongue and comes out with an explosion.

From the data collected, there are three phonetic errors that are pronounced with the sound of the letter *ḍhad* into the sound of the letter *dal*, namely the words مضيل, مضيل found in video 1, and بعضهم found in video 2.

13. Replacing the sound of the letter *za* with the sound of the letter *zai*

An example of this error is in the pronunciation of the word "عظيم". The sound of the letter *za* is between the teeth - friction - clear - soft palate. The pronunciation is that the tip of the tongue is located between the upper and lower teeth with a blown sound, a gust of air that passes narrowly and comes out due to friction, does not vibrate the vocal cords and lifts the tongue at the end in pronunciation. The sound of the letter *zai* is apico-alveolar, sliding, voiced. The pronunciation method is the meeting of the tip of the tongue with the tips of the two lower incisors, the air passes through a narrow platform and vibrates the vocal cords.

From the data collected, there are four phonetic errors that are pronounced with the sound of the letter *za* into the sound of the letter *zai*, namely the word *الظلمات* whose errors are repeated once in video one and once in the second video, the word *العظيم* in video 1, and the word *النظر* found in video 2.

Conclusion

Phonetic errors in Arabic speech of students in Arabic Language Education at the Islamic State University of Antasari Banjarmasin found in this study are entirely in the form of errors in the pronunciation of letters by replacing the sound of a letter with another letter totaling 103 errors with 13 forms of sound alternation, *jim* with *zai*, *ha* with *ha*, *tha* with *ta*, *kaf* with *qaf*, *'ain* with *hamzah*, *shad* with *syin*, *shad* with *sin*, *qaf* with *kaf*, *syin* with *shad*, *ysin* with *sin*, *sa* with *sin*, *dhad* with *dal*, and *za* with *zai*. And from all these letter sound changes, it can be concluded that letters that are difficult for students occur in letters that are suspected of having similar sounds in Arabic.

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