



## ERROR ANALYSIS OF CONSONANT PRONUNCIATION IN ARABIC LANGUAGE AMONG FIFTH-GRADE STUDENTS

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### ABSTRACT

Language teaching and error analysis are integral in Arabic language education, particularly evident among fifth-grade students at SD Tunas Harapan Ar-Raudhah, who face challenges in mastering Arabic pronunciation. These errors occur due to differences between the Indonesian and Arabic sound systems, which cause difficulties. This study included a total of 9 students as its sample group and focuses on analyzing pronunciation errors made by fifth-grade students of SD Tunas Harapan Ar-Raudhah to find out what letters often have errors in pronunciation and find out the factors that cause these errors, as well as finding and providing specific treatments to overcome and reduce the percentage of student errors. The method used in this research is descriptive qualitative with *simak catat* technique. The results showed 116 errors in Arabic consonant pronunciation (75.8%) during the pre-test, with the highest errors in three letters: *dzā*, *qaf*, and *'ain*. During the post-test, there were 37 errors (24.2%); this shows that the percentage of student errors decreased. The findings underscore the importance of tailored interventions in addressing pronunciation difficulties and contribute to refining language teaching strategies. Future research should explore alternative methodologies and replicate the study with larger student cohorts to enhance generalizability across diverse educational settings, further advancing effective Arabic language instruction.



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## INTRODUCTION

Arabic language in Indonesia has become a formally taught subject in Islamic-based schools, from elementary (SD/MI) to higher education (Saidah and Tawakkal 2022). In the process of learning, it is not uncommon for students to encounter difficulties, and it is from these difficulties that many students make errors in language usage. These language errors can occur at various linguistic levels, including phonology, morphology, syntax, and semantics (Sari, Nurcahyo, and others, 2019).

In learning Arabic or any foreign language, a fundamental aspect that must be mastered is the phonological system of that language. This matter involves students recognizing and understanding the phonemes in Arabic and pronouncing them correctly and accurately, just as native Arabic speakers do (Gani, 2019). Hence, the issue of errors that occur in the phonological aspect becomes urgent and requires attention and solutions from Arabic language instructors. Phonology is, therefore, the first aspect that language learners need to focus on. Failure to do so may result in various errors in letter pronunciation, which can impact semantic meaning (Lathifah et al., 2017).

As for Muslim students in Indonesia, there is a particular urgency in learning the pronunciation of Arabic letters (Kosim & Fitriyyah, 2020). One of the primary objectives is to enable them to recite Al-Qur'an accurately, following its proper pronunciation and articulation (*makbray*) (Muslim & Harisca, 2021). Hence, identifying common pronunciation errors and providing treatments to minimize these mispronunciations becomes crucial.

Many Elementary School/SD Ar-Raudhah Tunas Harapan students struggle to pronounce Arabic letters, particularly in grade 5. This matter can be seen from their numerous mistakes when reading Arabic letters. Researchers observed 5th-grade students and their Arabic language instructors during the preliminary observation phase. Some students seemed perplexed and unfamiliar with Arabic lettering, with a minority unable to read it. Additionally, it was noted that students with proficient reading skills typically engaged in extracurricular Arabic learning activities, such as Quranic studies, with their religious mentors.

Arabic letters are not easy for beginner learners, especially non-Arab learners, and it takes time to master them (Fitria, 2023). Indonesian learners of Arabic also often face difficulties in pronouncing Arabic phonemes if they are not accustomed to them. As a result, many tend to adopt Arabic phoneme pronunciations into Indonesian phonemes (Asih et al., 2020). Teachers can identify these errors that occur in the phonological aspect of Arabic through error analysis (EA) performed on their students (Ardiansyah, 2020). This allows teachers to identify the common errors made by their students, especially in pronouncing Arabic consonants (Kodir et al., 2020). If such errors are allowed to persist, they will eventually affect the meaning generated, and others will not understand what is being said.

In error analysis, factors or causes of errors made by Arabic language learners in pronouncing Arabic consonants can also be identified (Hidayati, 2023). Once common errors and their underlying causes have been identified, efforts are made for instructors to seek and discover specific treatments that are suitable and effective in addressing and eliminating these errors or, at the very least, reducing the percentage of errors made by students.

Several related studies highlighted different aspects of errors in learners' pronunciation of Arabic. Marwa Adel Nasser noted improvements in Tajweed and Qur'an recitation over three years, starting from initial errors in consonant pronunciation, such as enunciation and attenuation (Adel Nasser, 2021). Meanwhile, Mansour Alsulaiman pointed out that some errors were caused by sounds that did not exist in the learners' mother tongue or difficulties in producing phonemes appropriately due to similar articulation characteristics, as well as the interchangeability of phoneme pairs contributing to pronunciation errors (Alsulaiman et al., 2014). Research by Muslimin et al. identified environmental factors, interference from other languages, and performance problems as the leading causes of phoneme errors, with error types including omission, addition, and substitution (Muslimin et al., 2021). Nanang Kosim et al.'s study in class VII of PPS Babussalam in Bandung found 426 pronunciation errors of makhārij al-hurūf, varying in severity from al-jauf (0.70%) to al-halq (47.89%), al-lisān (40.14%), al-syafatain (8.22%), and al-khayyūm (3.05%). These errors are influenced by students' ignorance of the differences in pronunciation between Arabic and Indonesian, lack of correction by teachers, and lack of adequate practice (Kosim & Fitriyyah, 2020).

The difference between this study and previous studies is its different focus on identifying and analyzing errors in the pronunciation of Arabic consonants. The current study specifically focuses on the analysis of consonant pronunciation errors in fifth-grade students, with an emphasis on makhārij al-hurūf. This study highlights specific errors in the context of Arabic language learning at the primary education level. In contrast, previous studies, such as the one conducted, examined other aspects of the mispronunciation of Arabic phonemes, including long-term improvement, environmental factors, interference of different languages, and variation in error rates.

Based on the arguments presented above, it is necessary to conduct a study that will focus on analyzing pronunciation errors in Arabic consonants among fifth-grade students at SD Tunas Harapan Ar-Raudhah. The objective is to identify Arabic consonants that are frequently mispronounced, ascertain the factors contributing to these errors, and strive to provide specific and effective treatments to assist teachers in addressing this issue.

## METHOD

This research uses a qualitative descriptive approach. Musthafa & Acep explains that the descriptive method involves investigating the current status of a group, whether it pertains to humans, conditions, or snapshots of events, with the aim of systematically and accurately depicting facts about the phenomena under investigation (Musthafa & Hermawan, 2018). In line with this perspective, this research utilizes a qualitative descriptive research method, which involves seeking and discovering facts or phenomena by interpreting data findings at the time of the study (Siregar et al., 2023). The data in this study encompasses the pronunciation of Arabic consonants. For this purpose, a survey design is employed. This design intends to collect information from several individuals about a specific topic (Musthafa & Hermawan, 2018). In this research, the group of individuals consists of fifth-grade students from SD Tunas Harapan Ar-Raudhah for the academic year 2022/2023, with nine students involved in the study. The number is indeed considered negligible due to the limited human resources.

As the data in this research is related to the phenomenon of linguistic behavior, the data collection technique employed in this research is the "*simak catat*" technique, which is aimed at identifying errors in the pronunciation of Arabic consonants. "*simak catat*" technique works by documenting every mispronunciation of letters made by the students, after that, these data were categorized, described, and analyzed. To enhance the credibility of research findings, researchers strengthen their results by employing the data triangulation method (Alfanyur & Mariyani, 2020). It entails gathering data from diverse sources and methods, such as observation, interviews, and tests, to verify the findings obtained from the observation and recording technique.

The linguistic errors under investigation are identified within one segment, namely the pronunciation of written language (*al-qirā`ah al-jabriyyah*). In this context, the researchers ask the students to read Arabic text related to the theme of "في السوق" from Chapter VI of the Arabic language book for fifth-grade students published by Bina Pustaka. The Arabic text selected by the researcher is material commonly used in daily learning and appropriate for the student's ability level. Another factor considered in choosing the text was the presence of words with a high concentration of consonants that are challenging to pronounce.

## RESULT AND DISCUSSION

### Language Error Analysis

Errors in language usage are an inevitable aspect of employing a language, whether in oral or written form. H.V. George, in "Common Errors in Language Learning," elucidates that language errors pertain to unintended speech forms, particularly those that do not align with the expectations of the learning program and teachers (Nurkholis, 2018).

These errors represent speech forms that do not conform to standard language norms. Albert Valdman's perspective aligns with this idea, emphasizing that the first consideration before discussing various approaches and language error analysis is establishing the standard of errors. In the context of learning Arabic, which is taught as a second language from an early age, there are still numerous errors and challenges in its usage. One of the issues encountered in Arabic language instruction is the influence of the native language, which encompasses phonological, syntactic, and morphological systems (Satori et al., 2023).

Mantasiah and Yusri, in their work, explain that language error analysis refers to recognizing and categorizing errors made by individuals learning a second language by applying linguistic theories. These errors are not meant to be avoided but serve as a focal point for teachers to offer solutions and teaching methods tailored to the specific types of errors that occur (Musthofa et al., 2022).

There is a distinction between two terms that can sometimes lead to misunderstandings regarding the concept of errors: "mistakes" and "errors." Mistakes are language deviations made by an individual due to carelessness, which can be caused by factors such as fatigue, health issues, uncontrolled emotions, etc. These mistakes are not due to the speaker's lack of knowledge about the applicable language rules. Both native and non-native speakers can make mistakes. On the other hand, errors refer to systematic, consistent mistakes that reflect a learner's capability in a particular language. These errors are not random and often highlight the learner's level of proficiency in the language (Umroh, 2018).

### Source of Language Errors

The source of language errors is essential to investigate to understand their origins and the factors that cause them. In this context, language transfer is used to identify the sources of language errors. Language errors can originate from the learner's first language or the second language they are learning. Language transfer occurs when learners apply linguistic elements or patterns from their native language to the target language, which can result in grammatical inaccuracies, pronunciation issues, or misunderstandings. Additionally, errors may arise from the complexities of mastering a new language, including unfamiliar grammar rules, vocabulary usage, and cultural context. By recognizing these sources of language errors, educators and learners can implement strategies tailored to address specific challenges and enhance overall language acquisition and proficiency.

Analyzing language errors is a crucial initial step in developing effective teaching programs. By systematically examining the types and sources of errors learners make, educators can tailor instructional approaches to meet students' needs better. This process helps teachers understand students' specific challenges and provides valuable insights for language program administrators, textbook authors, and language researchers. With this information, stakeholders can design curricula, materials, and interventions that target common areas of difficulty, enhancing the learning experience and improving overall proficiency outcomes in language education. Such targeted approaches are instrumental in creating supportive learning environments where learners can overcome linguistic barriers more effectively.

### Causes of Language Errors

Language errors among language learners can stem from several factors. Firstly, learners often grapple with interference from their native language, impacting their ability to produce the target language accurately. Secondly, insufficient comprehension of the language being learned can lead to mistakes in grammar, vocabulary usage, and pronunciation. Lastly, ineffective or incomplete language instruction may contribute to errors, as learners might not receive adequate guidance or practice necessary for mastering the nuances of the language. Addressing these factors through targeted instruction and practice can help mitigate language errors and improve proficiency.

In addition to all of this, other factors contribute to language errors in language learners. Some of these factors include an inadequate learning environment, inconsistency in formulating general and specific goals, the difficulty level of the material, the lack of relevance in the presentation of textbooks, the mismatch between the language teaching methods used by teachers, the teacher's language itself, and the non-communicative interaction between the teacher and students.

One of the educational institutions that teaches the Arabic language. Researchers have identified difficulties experienced by eighth-grade students, particularly in writing or composition. The main factors contributing to these difficulties are that most students have not previously learned Arabic in elementary school, a lack of understanding of *tarkīb* (sentence structure) and Arabic language rules, and a lack of *tadrībat* (exercises). For example, students make errors in their writing by using *fi'l madhi* instead of *fi'l mudhāri* (Selviana, 2021).

### **The *Ummi* Method**

The *Ummi* Method is one of the Quranic learning methods that can be considered easy and enjoyable. This method was founded by Ustadz Mansuri and Ustadz Ahmad Yusuf in 2007. It operates under the umbrella of the *Ummi* Foundation, headquartered in the city of Surabaya. The *Ummi* Foundation synergizes to develop a high-quality method, instructors, and a quality-based learning system, which means high-quality education (Julianto, 2020). The term '*Ummi*' in this method comes from the Arabic language, specifically from the word 'Ummun' with the addition of '*ya' mutakallim*', which means 'My Mother' (Yazidul Busthomi et al., 2020) are individuals; we must honor and respect all they have done. Our mothers have taught us many things, including language, and the most successful language instructors in the world are mothers (Bainsyah et al., 2022).

The *Ummi* Method is driven by the increasing need for Islamic schools that include Quranic education. Good Quranic education requires a quality system that can guarantee the graduation of every elementary school student, as they should be able to recite the Quran fluently. Many schools and Quranic learning centers require solutions for the continuity of their educational programs. Like other educational methods, it involves development in terms of content, context, and support systems (Nobisa & Usman, 2021).

### **The *Ummi* Method Approach**

The *Ummi* method derives its name from its approach rooted in mother tongue principles, encompassing three fundamental elements. Firstly, the direct method involves immersive learning through reading without breaking down the material, minimal explanations, and hands-on practice. This approach encourages active engagement and practical application, fostering a deeper understanding and retention of the subject matter. Secondly, repetition plays a pivotal role, highlighting the beauty and proficiency in Quranic recitation that emerges through repeated practice. This method underscores the significance of perseverance and dedication in mastering recitation skills, reflecting the methodical approach required for effective learning.

Furthermore, the *Ummi* method underscores the importance of affection as a cornerstone of its educational philosophy. It emphasizes the profound impact of genuine love and patience mothers exhibit in nurturing their children's educational journey. Similarly, educators are urged to impart knowledge with heartfelt passion and sincerity to inspire and connect with their students. This empathetic approach facilitates learning and cultivates a supportive and encouraging environment conducive to achieving educational objectives. By embodying these principles, the *Ummi* method advocates for a holistic and compassionate approach to education, ensuring academic excellence and emotional well-being in the learning process. (Faizah, 2020)

### **Stages of Learning in the *Ummi* Method**

The *Ummi* method's learning phases provide instructors with crucial guidelines for a well-organized and productive learning environment. These phases are carefully crafted to support pupils' thorough comprehension and memory. The process starts with the opening stage, which sets a pleasant tone and prepares pupils for learning. This involves greetings and a shared learning prayer. After that, the Apperception stage goes over previously taught content again and connects with the upcoming lessons. In the Concept Implantation stage,

educators explain the new material, laying the foundation for understanding. In the Concept Understanding stage, students practice reading examples related to the topic.

The Practice step next strengthens understanding with a series of tasks and examples from the course content. Using examinations or activities, the Evaluation stage critically evaluates students' understanding and skills to track their development. The Closing stage, which ensures a polite and orderly end to the learning session, also promotes discipline. It ends with a closing prayer and farewell. The Ummi method fosters holistic learning experiences that support students' academic progress and personal development through these meticulously planned stages. (Hasunah & Jannah, 2017).

### The Steps of Language Error Analysis

In this section, the researchers will outline the findings of analyzing Arabic consonant pronunciation errors in the 5th-grade students at SD Tunas Harapan Ar-Raudhah. Error analysis has specific steps because it is a procedural task, and these steps are referred to as the methodology. The methodology for error analysis has remained relatively uniform from the past until now (Tarigan & Tarigan, 2021). The researchers' analysis follows the error analysis methodology, which consists of 6 steps, as described by Sridhar (Tarigan & Tarigan, 2021):

**First** data collection. In this initial step, the researchers determine the location, time, and number of samples to be collected for data collection. In this case, the researchers selected SD Tunas Harapan Ar-Raudhah as the location, and the sample consisted of one class, the 5th-grade class, with a total of nine students. Data collection took place on Tuesday, May 30, 2023.

**Second**, error identification. In the second step, the researchers identify errors in pronouncing Arabic consonants when reading Arabic language texts in the Arabic language lesson. Students are asked to read Arabic texts while being recorded to find pronunciation errors made by them. Data on student errors resulting from the researchers' identification are obtained from this reading activity. The mistakes made by them are presented in the table below:

**Table 1. Students' Number of Errors (pre-test)**

No.	Name	Number of Errors
1.	Alya	13
2.	Azmi	20
3.	Fikri	11
4.	Ghani	8
5.	Gina	11
6.	Khansa	11
7.	Rio	12
8.	Zahira	17
9.	Zahra	13
<b>Total</b>		<b>116</b>

The table illustrates the number of errors in pronouncing Arabic consonants for each student. From the data above, the total number of mistakes in pronouncing Arabic consonants is 116. The mean of the students' errors is found by dividing the total by the number of students. Here, each student makes about 12.9 errors on average. The median,

the middle value when the errors are ordered, is 11 errors because there is an odd number of students. The mode, the most common value, is also 11, appearing 3 times. Here is a breakdown of the data regarding the incorrectly pronounced letters.

**Table 2. Letters that are Mispronounced (pre-test)**

No.	Letter	Number of Errors
1.	ء	4
2.	ث	9
3.	ح	5
4.	خ	8
5.	ذ	22
6.	ش	7
7.	ص	10
8.	ض	4
9.	ط	4
10.	ظ	6
11.	ع	11
12.	ف	1
13.	ق	21
14.	هـ	3
15.	و	1
<b>Total</b>		<b>116</b>

The table above shows that out of the 116 total errors made by the students, they are distributed among 15 letters pronounced incorrectly. This table provides insights into which letters pose the most difficulty for the students based on the frequency of errors associated with each letter. Additionally, this table indicates that Indonesian students predominantly make pronunciation errors with Arabic letters, similar or closely related sounds, and letters absent from the Indonesian language.

**Third**, classifying errors. This stage involves recognizing and categorizing errors based on linguistic categories (Tarigan & Tarigan, 2021). The classification is based on linguistic taxonomy. The mistakes made by the 5th-grade students at SD Tunas Harapan Ar-Raudhah fall into the category of phonological errors in the segmental elements; more specifically, these errors pertain to the mispronunciation of Arabic consonants. This categorization helps pinpoint precise areas for improvement in the students' pronunciation skills, guiding educators toward targeted interventions and effective instructional adjustments tailored to address these linguistic challenges.

**Fourth**, explaining the frequency of errors provides insights into the prevalence and distribution of pronunciation mistakes among the students. Understanding which Arabic letters or phonemes are consistently mispronounced at higher rates highlights critical areas



where students require additional focus and support in their language learning journey. This analysis aids educators in prioritizing corrective measures and developing tailored strategies to enhance pronunciation accuracy effectively.

**Table 3. Errors Frequency (pre-test)**

No.	Letters	Number of Errors	Percentage
1.	ذ	22	19,0%
2.	ق	21	18,1%
3.	ع	11	9,5%
4.	ص	10	8,6%
5.	ث	9	7,8%
6.	خ	8	6,9%
7.	ش	7	6,0%
8.	ظ	6	5,2%
9.	ح	5	4,3%
10.	ء	4	3,4%
11.	ض	4	3,4%
12.	ط	4	3,4%
13.	هـ	3	2,6%
14.	ف	1	0,9%
15.	و	1	0,9%
<b>Total</b>		<b>116</b>	<b>100%</b>

From the table above, it can be observed that the three letters with the highest frequency of errors in the pronunciation of Arabic consonants are the letter /ذ/ with 19.0%, the letter /ق/ with 18.1%, and the letter /ع/ with 9.5%. In the error analysis process, classifying errors involves identifying and organizing errors into linguistic categories, as (Tarigan & Tarigan, 2021) explained. In the case of 5th-grade students at SD Tunas Harapan Ar-Raudhah, the errors primarily fall into the phonological errors related to mispronunciations of Arabic consonants. This classification aids educators in targeting specific areas for improvement in Arabic language instruction, indicating a need for focused interventions to correct mispronunciations and enhance phonetic accuracy. Identifying these high-error letters underscores their complexity or similarity to sounds in the student's native language, highlighting the challenges in acquiring correct Arabic pronunciation at this educational level.

Furthermore, Understanding the frequency of errors, as depicted in the table, is crucial for effective teaching strategies. The data reveals that the letter /ذ/ has the highest error rate at 19.0%, followed closely by /ق/ at 18.1%. This breakdown enables educators to prioritize

instructional efforts, concentrating on letters where students struggle the most. By addressing these high-error areas first, teachers can tailor their teaching methods to tackle the specific pronunciation challenges these Arabic letters pose better. This targeted approach enhances teaching efficiency and helps students overcome the most significant obstacles in mastering Arabic pronunciation.

*Fifth*, describe the errors. This stage attempts to explain the location of the errors made by the students and the reasons for these errors. Concerning the location of errors made by students, the researchers will focus on the three letters with the highest error frequencies because these three letters will receive treatment to correct the errors and reduce the error percentages. The location of errors made by 5th-grade students at SD Tunas Harapan Ar-Raudahah can be described in the following table.

**Table 4. Errors in Students' Pronunciation**

No.	Letter	Pronunciation Error
1.	ذ	Mispronunciation of the sound /ذ/ (interdental) as /د/ (labiodental).
2.	ق	Mispronunciation of the sound /ق/ (uvular) as /ك/ (velar).
3.	ع	Mispronunciation of the sound /ع/ (pharyngeal) as /ء/ (glottal)

These errors are primarily caused by at least two main factors: (1) Mother tongue interference and (2) the lack of guidance to the students. Interference happens due to the differences between the mother tongue and the target language. When students pronounce Arabic letters, their brains have the mother tongue system installed. The letters in their mother tongue (Indonesian) serve as a reference in their minds, affecting how they pronounce Arabic letters that do not have equivalents in Indonesian. The letters /ق/, /ذ/, and /ع/ do not have equivalents in the Indonesian language. Hence, interference arises when students pronounce the letter /ذ/ like the letter "D" and the letter /ق/ like the letter "K." The letter /ع/ is like the letter "A." Difficulties arising from such differences fall under the category of negative transfer in transfer theory. According to Schachter, as cited in (Tarigan & Tarigan, 2021), these errors can be classified as 'errors of avoidance,' which result from the inability to use specific features of the target language due to perceived difficulties.

The lack of guidance for students is also one of the main factors contributing to these errors in pronouncing Arabic letters, whether from teachers, parents, or the environment where the students live. The researchers conclude this by asking students if they participated in activities such as religious studies in mosques or Quranic recitation with their parents, apart from school, on several occasions. A few students who answered that they participated in such activities had a low percentage of errors in pronouncing Arabic letters. Meanwhile, students who responded that they did not participate in such activities had a higher percentage of mistakes in pronouncing Arabic letters.

**Sixth**, correcting the errors. At this stage, attempting to rectify and reduce the mistakes or at least decrease the error percentage made by students in pronouncing Arabic consonants through providing treatment in the form of teaching techniques for Arabic pronunciation using the *Ummi* method.

In this stage, a treatment is applied to find an appropriate solution to address the identified issues. In the analysis of phonological errors conducted at SD Tunas Harapan Ar-Raudhah, the researchers conclude that the solution to this problem is to implement teaching using an updated method. The *Ummi* method has been chosen as the teaching method for *makhārij al-huruf* (pronunciation of Arabic letters) in Arabic language instruction to enable students to pronounce Arabic texts correctly.

The steps involved are as follows:

- a) Opening: In this stage, the learning process begins with a prayer and the exchange of greetings, as well as an ice-breaking activity as a warm-up before the commencement of the lesson.
- b) Apperception: In this stage, a pre-test will be conducted to assess the student's understanding of the pronunciation of Arabic letters they have previously learned. The pre-test consists of an Arabic text.
- c) Conceptualization: In this stage, imparting an understanding of the concepts related to the Arabic alphabet, particularly addressing common mispronunciations
- d) Conceptual Understanding: In this stage, the material is presented to the students by associating the sounds of the designated Arabic letters with various objects or things in their environment. The goal is to help the students better comprehend and know the correct pronunciation of these letters. One example of such analogies is the letter "dza," which is likened to the buzzing sound of a bee. This approach makes it easier for the students to pronounce these letters. In addition, the *Ummi* method incorporates exceptional intonation used in teaching *makhārij al-huruf*, specifically the intonation "a, i, u, ba'." If these sounds are replaced with the letter "dza," they become "dza, dzī, dzū, badz'." The purpose is to enable students to consistently and accurately pronounce these letters, even when they have *fathah*, *dhammah*, *kasrah*, and whether they are at the beginning, end, or middle of a word.
- e) Practice: In this stage, students are asked to repeat the letters twice individually. This practice helps students become accustomed to the correct pronunciation of the letters after the learning process.
- f) Evaluation: Conduct a post-test for the students using the exact qirāah text in this stage. The goal is to measure the extent of students' understanding and improvement after the treatment.
- g) Conclusion: In this stage, the students summarize and conclude with a closing prayer and greetings.

After administering the treatment, the researcher conducted a post-test to evaluate the effectiveness of the teaching method in addressing Arabic consonant pronunciation errors among 5th-grade students at SD Tunas Harapan Ar-Raudhah. The post-test involved presenting Arabic text for students to read aloud, with their voices recorded to capture pronunciation errors. The following data were obtained from the post-test.

**Table 5. Students' Errors (post-test)**

No.	Name	Number of Errors
1.	Alya	3
2.	Azmi	8
3.	Fikri	2
4.	Ghani	2
5.	Gina	7
6.	Khansa	6
7.	Rio	4
8.	Zahira	2
9.	Zahra	3
<b>Total</b>		<b>37</b>

Following the application of the treatment aimed at correcting Arabic consonant pronunciation errors among 5th-grade students at SD Tunas Harapan Ar-Raudhah, a post-test was carried out to evaluate the efficacy of the instructional approach. During this assessment, students were tasked with reading an Arabic text aloud while their readings were recorded to identify any mispronunciations. The subsequent data obtained from this post-test detailed the frequency of errors made by individual students.

Here are the details of the letters for which pronunciation errors occurred during the post-test.

**Table 6. Error Frequency (post-test)**

No.	Letter	Error Frequency	Percentage
1.	ث	7	18,9%
2.	ذ	6	16,2%
3.	ع	5	13,5%
4.	ط	4	10,8%
5.	ق	4	10,8%
6.	ر	2	5,4%
7.	ز	2	5,4%
8.	ء	1	2,7%
9.	خ	1	2,7%
10.	ش	1	2,7%
11.	ص	1	2,7%
12.	ض	1	2,7%
13.	ظ	1	2,7%
14.	ك	1	2,7%
<b>Total</b>		<b>37</b>	<b>100%</b>

The table provides information on the letters for which pronunciation errors were observed during the post-test, along with the frequency of these errors and their

corresponding percentages. It compares the total errors from both the pre-test and post-test to determine any changes in error rates, aiming to evaluate the effectiveness of the Ummi method in teaching *makhārij al-huruf*. This summary encapsulates the overall data collected. The table shows collected data from the total number of errors made during the pre-test and post-test to determine whether the percentage of mistakes increased or decreased. This matter was done to assess the effectiveness of the *Ummi* method in teaching *makhārij al-huruf*. Here is the overall accumulation of data.

**Table 7. Accumulation of Total Errors in the Pre-test and Post-Test**

Pre-test	</>	Post-test	Total
116	>	37	153
75,8%	>	24,2%	100%

The table illustrates that the mispronunciation of Arabic consonants by the 5th-grade students of SD Tunas Harapan Ar-Raudhah decreased in percentage from the pre-test (before the treatment). The comparison between the pre-test and post-test data aimed to evaluate the effectiveness of the Ummi method in teaching *makhārij al-huruf*. The percentage of errors was 75.8% in the pre-test and decreased to 24.2% in the post-test (after the treatment). This substantial reduction of 51.6 percentage points highlights the significant impact of the Ummi method on improving pronunciation accuracy among the students. Such a pronounced improvement suggests that targeted instructional strategies and focused interventions can effectively enhance phonetic skills and foster better pronunciation outcomes in Arabic language learning contexts.

Furthermore, specifically regarding the accumulation of errors for the three letters that were the focus of the researchers' treatment, the letters /ق/, /ذ/, and /ع/, during the pre-test and post-test, the data is as follows.

**Table 8. Pretest & Post-Test**

Letter	Pre-test		Post-Test		Total
	Frequency	Percentage	Frequency	Percentage	
ذ	22	78,6%	6	21,4%	28
ق	21	84,0%	4	16,0%	25
ع	11	68,8%	5	31,3%	16

Based on the data presented in the table, it is evident that significant improvements have been observed in the pronunciation of three specific Arabic letters. The error percentage for the letter /ذ/ decreased dramatically from 78.6% to 21.4%, indicating a substantial improvement in pronunciation accuracy. Similarly, /ق/ decreased from 84.0% to 16.0%, and /ع/ decreased from 68.8% to 31.3%, demonstrating notable progress in overcoming pronunciation errors. These reductions in error percentages suggest effective interventions, such as targeted training or practice sessions focused on improving phonetic skills, contributing to enhanced proficiency in Arabic pronunciation among learners.

## CONCLUSION

Based on the research data presented above, it can be concluded that there were pronunciation errors in Arabic consonants made by the 5th-grade students of SD Tunas Harapan Ar-Raudhah. These errors were related to the following letters and their respective percentages of errors: /خ/ (%٦,٩) /ث/ (%٧,٨) /ص/ (%٨,٦) /ع/ (%٩,٥) /ق/ (%١٨,١) /ذ/ (%٠,٩) /ف/ (%٢,٦) /هـ/ (%٣,٤) /ط/ (%٣,٤) /ض/ (%٣,٤) /ء/ (%٤,٣) /ح/ (%٥,٢) /ظ/ (%٦,٠) /ش/ و// (0.9%). The main factors contributing to these errors were interference from the student's native language and a lack of guidance from teachers, parents, and the students' living environment.

After applying the *Ummi* method to teach *makhārij al-huruf* and improve the pronunciation of Arabic consonants for the 5th-grade students of SD Tunas Harapan Ar-Raudhah, the number of errors decreased from a total of 116 errors (75.8%) in the pre-test (before the treatment) to 37 errors (24.2%) in the post-test (after the treatment). Therefore, it can be concluded that the *Ummi* method effectively reduces the error percentage in the pronunciation of Arabic consonants by the 5th-grade students of SD Tunas Harapan Ar-Raudhah and is effective in teaching Arabic consonant letters. As for the process of conducting this research, some limitations may affect the results of the study, namely the limitations of research time, energy, and the ability of researchers; the number of respondents, who are only 9 people, of course, is still lacking to describe the actual situation and this study only focuses on one topic regarding the analysis of mispronunciation of several letters in Arabic.

In addition, this research contributes to Arabic language learning at school, especially in the material of *qirāah*; with this research, the teacher will pay more attention to the pronunciation of the *hijāyah* letters of students before continuing their reading skills. Furthermore, this study contributes valuable insights into Arabic teaching and learning by addressing students' pronunciation challenges. By identifying specific letters with high error rates and evaluating the effectiveness of the *Ummi* method in reducing these errors, the study offers practical strategies for improving Arabic language instruction. Additionally, the research underscores the importance of considering linguistic factors and instructional methods tailored to the needs of students, ultimately enhancing the quality of Arabic language education. Despite its limitations, such as the inadequate sample size, this study has made valuable contributions to developing more effective Arabic language teaching methods.

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## AUTHOR CONTRIBUTIONS STATEMENT

The researchers, led by [MIP] as the primary author and supported by [AL] as the author assistant, along with [AZ] and [DAS], played integral roles in the study design and statistical analysis. All authors collectively reviewed and endorsed the final manuscript, ensuring comprehensive oversight and scholarly rigor throughout the research process.

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