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Arabic Language Errors in Vocabulary , Sentence Structure, And Pronoun Use Among Non-Arabic Education Students

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ABSTRACT

Students not majoring in Arabic Language Education (non-PBA) tend to make errors in the use of *mufradat* (*mufradat*), sentence structure (*tarkib*), and *dhamir* (*dhamir*) when learning Arabic. This study aims to identify patterns of errors made by non-PBA students in the use of *mufradat*, *tarkib*, and *dhamir*. This study employs a descriptive quantitative approach using error analysis on the Arabic exam results of 30 fifth-semester non-PBA students. Out of 900 responses, 233 errors were identified, including 58 errors in *mufradat* (24.89%), 65 errors in sentence structure (27.90%), and 110 errors in the use of *dhamir* (47.21%). The most prevalent errors were in the use of *dhamir* . Therefore, Arabic language instruction for non-PBA students should focus on mastering *dhamir* , understanding sentence structures, and using *mufradat* appropriately in context.

Keywords *Arabic Language Error; Dhamir; Mufradat; Non-PBA Students; Tarkib*

مستخلص البحث

يميل الطلاب غير المتخصصين في تدريس اللغة العربية (غير طلاب برنامج تدريس اللغة العربية) إلى ارتكاب أخطاء في استخدام المفردات، وتركيب الجمل، والضمائر عند تعلم اللغة العربية. تهدف هذه الدراسة إلى تحديد أنماط الأخطاء التي يرتكبها الطلاب غير المتخصصين في برنامج اللغة العربية (non-PBA) في استخدام المفردات والتراكيب والضمائر. وتستخدم هذه الدراسة نهجًا وصفيًا كميًا يعتمد على تحليل الأخطاء في نتائج امتحانات اللغة العربية لـ 30 طالبًا من الطلاب غير المتخصصين في برنامج اللغة العربية (non-PBA) في الفصل الدراسي الخامس. ومن بين 900 إجابة، تم تحديد 233 خطأً، منها 58 خطأً في المفردات (24.89٪)، و65 خطأً في تركيب الجمل (27.90٪)، و110 أخطاء في استخدام الضمائر (47.21٪). وكانت الأخطاء الأكثر انتشارًا هي تلك المتعلقة باستخدام الضمائر؛ ولذلك، ينبغي أن يركز تدريس اللغة العربية لطلاب التخصصات غير المتعلقة باللغة العربية (PBA) على إتقان المفردات، وفهم تركيب الجمل، واستخدام الضمائر بشكل مناسب في السياق.

كلمات أساسية **التركيب؛ الضمير؛ الطلاب غير الملتحقين بقسم تعليم اللغة العربية؛ المفردات؛ خطأ لغوي في اللغة العربية**

Introduction (المقدمة)

Arabic language instruction has been implemented at various levels of education, from elementary school through college (Syahruni Syahruni et al., 2026), however, students' mastery of language competencies has not yet received full attention. This is evident from the students' difficulty in applying the material they have learned, both orally and in writing (Fadhlan et al., 2021).

In the context of language learning, language errors are not merely viewed as deviations to be avoided, but also as an important aspect that educators must consider when determining appropriate solutions and teaching methods for the errors that occur (Pamungkas et al., 2024). Therefore, the analysis of language errors is necessary to reduce students' language errors while also identifying the material needed to deepen their understanding (Najah et al., 2022). This is all the more important because written Arabic language errors are considered more critical than spoken Arabic language errors (Zaid et al., 2024).

Previous studies have shown that research on *nahwu* and *insya'* errors among madrasah students (particularly MTs students) generally focuses on four main aspects: gender agreement (*mudzakar/ muannats*), the use of *dhamir* , phrase structure (*tarkib*), and *mufradat* mastery (Fitria et al., 2024a), whereas in one thesis abstract by a PBA student, the errors included discrepancies between the subject and predicate (Najah et al., 2022).

Meanwhile, previous case studies have highlighted two main focuses among 10th grade students: the accuracy of vowel marks and the structure of noun phrases (Syahruni Syahruni et al., 2026). The gap is glaringly evident; the non-PBA world is often neglected, and no research has yet comprehensively addressed all three *mufradat* , *tarkib* , and *dhamir* within a single dataset. This study aims to address this gap by analyzing the responses of 30 fifth semester students and documenting 233 errors from the 900 questions administered.

This study focuses on categorizing the types of Arabic language errors made by non Arabic major students found in these three linguistic aspects. This study aims to answer three research questions, namely: (a) what is the distribution of errors occurring in the aspects of *mufradat* , *tarkib* , and *dhamir* ; (b) what factors cause

errors in the use of *dhamir* to be more prevalent than in other aspects; and (c) how can these findings serve as a basis for determining more appropriate learning strategies. Based on the analysis, errors in the pronoun aspect accounted for the highest percentage, namely 47.21% (110 errors), followed by *tarkib* at 27.89% (65 errors), and then *mufradat* at 24.89% (58 errors).

The dominant errors found in the *dhamir* aspect provide an empirical basis for prioritizing *dhamir* in the syllabus and grammatical training (Ismail et al., 2024), this aligns with recommendations for structured grammatical exercises and the explicit teaching of *qasa'id* (Ritonga et al., 2025).

Methods (منهجية البحث)

This study employs a quantitative approach using a descriptive research design. Error analysis was used as the basis for identifying, categorizing, and describing the types of Arabic language errors made by fifth semester non-PBA students. The analysis focused on three linguistic aspects: *mufradat*, *tarkib*, and *dhamir*. This design was chosen to determine the distribution and frequency of errors in each aspect.

The population for this study consisted of fifth semester non-PBA students. The sample comprised 30 students from the following programs: Islamic Religious Education (6 students), Islamic Economics (2 students), Biology Education (11 students), English Language Education (3 students), Information Systems (3 students), and Computer Science (5 students), who were selected using simple random sampling. This technique gives every member of the population an equal chance of being selected as a research respondent.

Data collection was conducted through a written multiple choice test. The research instrument consisted of 30 items: 10 questions on *mufradat* , 10 on *tarkib* , and 10 on *dhamir* . The test was administered to the respondents, and their answers were collected and documented as the primary data to identify errors in Arabic language usage. The use of this written test is consistent with the research by

(Syahruni Syahruni et al., 2026) as well as the documentation of student essays by (Adila, 2022a).

The collected data were analyzed using quantitative descriptive analysis techniques through several stages. First, the students' answers were corrected to identify errors. Second, the errors found were classified into three categories: *mufradat* , *tarkib* , and pronoun errors. Third, the frequency of errors was calculated to determine their distribution. Fourth, the error rates were calculated to identify the most prevalent errors. Finally, the analysis results were interpreted to describe the difficulties students experienced in understanding these three linguistic aspects.

Results & Discussion (نتائج البحث ومناقشاتها)

The research findings were obtained from an analysis of the errors in the responses of fifth-semester students (non-Arabic Language Education majors) on an Arabic language proficiency test. The analysis aimed to identify errors in Arabic that encompassed three linguistic aspects: *mufradat* , *tarkib*, and *dhamir*. The results of the analysis were then grouped by each linguistic aspect to determine the most prevalent errors and to examine the possible factors contributing to those errors.

a) Distribution of Errors Across the Three Linguistic Aspects (*mufradat* , *tarkib* , and *dhamir*)

Based on the analysis of 900 responses from 30 fifth semester non-PBA students, 233 Arabic language errors were identified, covering three linguistic aspects: *mufradat* , *tarkib* , and *dhamir* . The distribution of these errors shows that the use of *dhamir* had the highest error frequency, followed by *tarkib* and *mufradat* .

Aspects of Error	Frequency	Percentage
Dhamir	110	47,21%
Tarkib	65	27,90%
Mufradat	58	24,89%

The data shows that errors related to *dhamir* accounted for 47.21% of all errors. This figure is nearly twice that of *mufradat* errors. Meanwhile, *tarkib* errors ranked second at 27.90%, while *mufradat* errors had the lowest percentage at 24.89%.

Regarding *mufradat* , errors stem from the selection of words that are inappropriate for the context in which they are used. Regarding sentence structure, errors relate to the arrangement of sentence elements and the application of grammatical rules. And regarding *dhamir* , errors stem from the use of *dhamir* that must be adjusted according to gender, number, and their position in the sentence. From this distribution of errors, we can see that the difficulties faced by non-PBA students are not only related to *mufradat* mastery but also to the application of linguistic rules, particularly in the use of *dhamir.*

The results of this study show that errors in the use of *dhamir* were the most prevalent type of error, accounting for 110 errors, or 47.21% of the total errors. The high frequency of these errors can be attributed to the characteristics of Arabic pronoun rules, which have different forms based on gender (*mudzakar*/*muannats*), number (*mufrad*, *mutsanna*, *jamak*), and their position in the sentence.

b) Factors Influencing Errors in Pronoun Usage

The results of this study indicate that there are several factors believed to influence errors in pronoun usage, namely:

1. Differences between the pronoun systems of Arabic and Indonesian.

   The Indonesian language system does not grammatically distinguish second and third person pronoun (*dhamir)* based on gender and number. In contrast, Arabic has pronoun (*dhamir)* forms that are distinguished based on person, number, and gender. These differences allow for the influence of the first language on pronoun usage.

2. Everyday language habits.

   The use of pronoun in everyday communication can affect the accuracy of pronoun usage in Arabic.

3. The influence of the local language environment.

A linguistic environment where Indonesian or a local language is used can influence students' habits in understanding the use of the pronoun system in Arabic.

4. Understanding the function and use of *dhamir* .

   Mastery of *dhamir* does not come solely through memorizing forms, but also through understanding their function, position, and correct usage within Arabic sentence structures.

c) Implications of the Findings for Determining Learning Strategies

The results of the error analysis regarding *mufradat* , *tarkib*, and *dhamir* indicate that learning in these three areas needs to be reinforced. Regarding *mufradat* , errors relate to the accuracy of *mufradat* selection and usage in context. In the aspect of *tarkib*, errors relate to the arrangement and relationships between sentence elements. Meanwhile, in the aspect of *dhamir* , errors relate to the use of pronoun forms based on gender, number, and their position in the sentence.

Overall, the results of this study indicate that errors made by non-PBA students are not limited to *mufradat* mastery but also encompass the understanding of grammatical rules and their application in Arabic sentence structures. These findings suggest that Arabic language instruction for non-PBA students should focus on the level of difficulty of each linguistic aspect. The high number of errors found in the pronoun aspect indicates the need for greater attention in the development of instructional materials and the implementation of instruction.

In this study, the *mufradat* aspect showed the fewest errors compared to the other two aspects, with a total of 58 errors, representing 24.89%. These results are not significantly different from a study conducted on students at MTs Almaarif 01 Singosari, which found a 23.08% error rate in *mufradat* usage (Fitria et al., 2024b). Although it had the lowest percentage, errors in the *mufradat* aspect still require attention because they account for nearly a quarter of all errors found.

Lexical or *mufradat* errors typically involve word choices that seem correct at first glance but do not conform to the conventions of native speakers

(Ahmed et al., 2024). These errors occur at all levels of language learning, both in speaking and writing, and are also the most common errors found in learners' performance (Azwir, 2023). Concrete examples can be seen in the use of phrases such as *"Takrir ad-Dars"* or *"Istagraqo"* which are used outside their proper context (Fadhlan et al., 2021).

This problem is primarily caused by a lack of *mufradat* mastery and a weak understanding of basic grammar, such as *nahwu* and *sharaf* (Mahyaddin et al., 2024). It is no surprise, then, that various assessments have concluded that mastery of grammar and precise word choice must remain the primary focus for improvement (Muflihat et al., 2024). This is because even for students who have studied Arabic morphology, it is not an easy subject to master (Sulaikho et al., 2023) and the same applies to the study of Arabic grammar (*nahwu*).

The following table compares the error distributions from the author's study with those from previous studies:

Error Category	Error Percentage (author's research findings)	Closest Comparison (previous research)
Dhamir	47,21%	30,77% 30.77% among MTs students (Fitria et al., 2024b)
Tarkib	27,90%	22,81% among SMK students (Adila, 2022b)
Mufradat	24,89%	23,08% among MTs students (Fitria et al., 2024b)

The research results show a hierarchy of difficulty among non-PBA students: pronoun (*dhamir*) are the most difficult, sentence structure (*tarkib*) is at a moderate level, and vocabulary (*mufradat*) is the easiest. This means that their main problem is not a lack of memorized *mufradat* , but rather a lack of understanding of how to connect words and apply grammatical rules. This relationship between words and grammar requires an understanding of the rules, it cannot be mastered through memorization alone.

This situation has social relevance because students' language proficiency has not yet received adequate attention. This is evident in the difficulties Arabic

language learners face in applying the knowledge they have acquired, whether through oral or written communication.

The prevalence of errors in the area of *dhamir* indicates that the use of *dhamir* in Arabic remains a major challenge for non Arabic major students. One factor that may explain this difficulty is the difference in the pronoun systems between Arabic and Indonesian. (Markhamah et al., 2017; Supardi & Jabal, 2023).

In Indonesian, third person pronoun such as dia do not grammatically distinguish between gender or between two or more people (Hernina et al., 2024). In terms of number, *kamu* is used for both *mufrad* and *jamak*, and the meaning of "two" is conveyed only by adding the word *berdua* (Markhamah et al., 2017). At the sentence level, Indonesian does not require subject predicate or subject adverbial agreement in terms of number and gender (Khamimah et al., 2022; Umam & Kuswahyuningrum, 2022).

In contrast, Arabic has different pronoun forms depending on their category (Muxammadkasimovna, 2025). This is a key distinguishing feature of Arabic compared to other languages (Abdullah, 2022). This difference allows for first language transfer, which affects students' understanding when using *dhamir* in Arabic (Darman et al., 2026; Koiruman et al., 2026).

Pronoun errors can also arise from habits and confusion in everyday conversation (Nadila & Jamil, 2024), as well as from a dominant local language environment (Obiedat, 2019). Mastery of *dhamir* requires more than just memorizing their forms (Lestanti & Asrofi, 2021), it also requires an understanding of their functions and usage within sentence structures so that they do not become an epistemological barrier (Cahyati et al., 2025). However, these factors represent interpretations based on linguistic characteristics and research discussions, not the results of direct measurements of the causes of errors for each respondent.

Thus, the high frequency of errors in pronoun usage in written tests among non-PBA students has the potential to influence academic assessment results, especially if this aspect is not evaluated proportionally. Consequently, the teaching of *dhamir* needs to be conducted systematically by introducing the

forms and functions of *dhamir* based on gender, number, and their position in a sentence so that students can use them appropriately according to context (Nur, 2012).

Learning also needs to be supported by structured grammatical exercises and the explicit teaching of grammatical rules (Ali & Sopian, 2017). Exercises can be introduced gradually, starting with identifying pronoun forms, determining their usage, and finally applying them in sentence construction.

Furthermore, a contrastive analysis between Arabic and Indonesian can help students understand the differences in the pronoun systems of the two languages (Sadjadi, 2019). Additionally, instruction should be supplemented with repetitive drills and continuous corrective feedback. Through these exercises, students can correct errors in pronoun usage while improving their accuracy in applying Arabic grammatical rules. These implications also apply to the aspects of *tarkib* and *mufradat* .

In this era of advanced technology, to achieve learning objectives, educators are also required to be creative moving beyond the use of media that make learning monotonous by utilizing existing technology as the learning media needed by today's generation (Fikrotin & Sulaikho, 2021).

Overall, the results of this study suggest that Arabic language instruction for non-PBA students should focus on strengthening grammatical competence particularly the use of *dhamir* without neglecting *tarkib* and *mufradat* .

The key takeaway is that mistakes not failures should be avoided. Rather, they serve as a focal point for instructors to offer appropriate solutions and methods. These findings also indicate that non-PBA students are at an intermediate stage of language development (interlanguage), characterized by a fairly good command of receptive *mufradat* , but not yet accompanied by the ability to consistently apply complex linguistic rules.

Conclusions (الخاتمة)

The results of this study show that the most common errors made by non-PBA students in learning Arabic were found in the area of *dhamir* , with 110 errors (47.21%), followed by *tarkib* with 65 errors (27.90%), and *mufradat* with 58 errors (24.89%). These findings indicate that the main difficulties experienced by students lie not only in *mufradat* mastery but also in the understanding and application of grammatical rules, particularly the use of *dhamir* , which is influenced by number, gender, and their position in the sentence. Thus, mastery of linguistic rules especially *dhamir* is a crucial aspect that requires greater attention in Arabic language instruction for non-PBA students.

Theoretically, this study contributes to the field of Arabic language error analysis by providing an integrated overview of the error patterns exhibited by non-PBA students across three linguistic aspects: *mufradat* , *tarkib* , and *dhamir* . Methodologically, the use of a descriptive quantitative approach allows language errors to be identified, classified, and compared based on frequency and percentage. The results of this study also provide a basis for educators in determining priorities for learning materials, particularly through structured grammatical exercises, contrastive analysis, and the provision of ongoing corrective feedback.

This study has several limitations, namely a sample size of only 30 students from a single institution, the use of a written test instrument, and the lack of an in-depth analysis of the factors causing errors. Therefore, future research is recommended to expand the number of respondents and the range of students' proficiency levels, use instruments that include both oral and written data, and examine the factors that influence language errors. In addition, experimental research is needed to test the effectiveness of the "*dhamir*" learning method in improving non-PBA students' mastery of Arabic grammar rules.

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