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Morphological Error Analysis in Identifying Six Types of Arabic Fi'l Bina' among Madrasah Diniyah Students

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ABSTRACT

Among the linguistic aspects that play an important role in mastering Arabic is morphology, known as the science of sharaf. Sharaf studies changes in word forms based on their characteristics and formation patterns, including the study of bina' fi'il. This study aims to analyze students' errors in identifying six types of bina' fi'il and explore the difficulties they encounter during the identification process. It employs a mixed-methods approach with an explanatory sequential design. The participants were 28 Wustha-level students at a Madrasah Diniyah in an Islamic boarding school in Jombang. Data were collected through written tests and open-ended questionnaires. The results revealed an overall error rate of 57.98%. The highest error rate occurred in bina' naqish wawi (83.93%), followed by bina' naqish ya'i (80.36%). These findings highlight the need to strengthen sharaf instruction, particularly in identifying bina' fi'il.

Keywords Morphological Errors; Bina'; the Science of Sharaf; Students at Madrasah Diniyyah.

مستخلص البحث

من بين الجوانب اللغوية التي تلعب دورًا مهمًا في إتقان اللغة العربية علم الصرف، المعروف باسم علم «الصرف». يدرس علم الصرف التغيرات في أشكال الكلمات بناءً على خصائصها وأنماط تكوينها، بما في ذلك دراسة «بناء الفعل». تهدف هذه الدراسة إلى تحليل أخطاء الطلاب في تحديد ستة أنواع من «بناء الفعل» واستكشاف الصعوبات التي يواجهونها أثناء عملية التحديد. وتستخدم الدراسة نهجًا مختلطًا مع تصميم تسلسلي توضيحي. وكان المشاركون 28 طالبًا من مستوى «الوسطى» في

مدرسة دينية تابعة لمدرسة داخلية إسلامية في جومبانغ. وتم جمع البيانات من خلال اختبارات كتابية واستبيانات مفتوحة. وأظهرت النتائج معدل خطأ إجمالي بلغ 57.98%. وسُجل أعلى معدل خطأ في «بناء الناقص بالواو» (83.93٪)، يليه «بناء الناقص بالياء» (80.36٪). وتسلط هذه النتائج الضوء على الحاجة إلى تعزيز تدريس «الصرف»، لا سيما في تحديد «بناء الفعل».

كلمات أساسية **الأخطاء الصرفية؛ «بناء»؛ علم «صرف»؛ طلاب المدرسة الدينية.**

Introduction (المقدمة)

A second language or target language can be acquired in two ways: through language acquisition and through language learning. In the case of language acquisition, the language is acquired unconsciously and naturally. Language learning, on the other hand, is a conscious effort to learn a specific language. The target language we are discussing here is Arabic (Sulaikho & Mathoriyah, 2019) (Pallawagau, 2022).

Arabic is a foreign language with characteristics that differ from those of Indonesian. These differences are one of the factors that make learning Arabic difficult. Hizbullah and Mardiah have identified two areas of difficulty faced by Arabic learners. These two areas include linguistic and non-linguistic aspects (Oktavian et al., 2026)(Mubarroq & Arifin, 2025).

The linguistic domain consists of two aspects: differences in the sound system and the symbolic system, which are characteristic of each language (Ayu Sena et al., 2023). Meanwhile, the non-linguistic domain includes motivation and interest in learning, individual differences, learning resources and facilities,

teachers' academic competence, class time, and the language environment (Sulaikho et al., 2023) (Sitti Masyita et al., 2026).

Among the linguistic aspects that play an important role in mastering the Arabic language is morphology, or the science of sharaf. A solid grasp of sharaf is necessary to understand how word forms change based on their characteristics and formation patterns. One of the fundamental topics in this field of study is the verb pattern (bina' fi'il) (Natsir, 2017) (N. Hidayah et al., 2023).

In Arabic, a single word can take on 8 to 12 different forms and meanings (MZ, 2018) (Luthfan & Hadi, 2019). Given the numerous rules and forms of inflection, errors in word choice are common, often resulting in the intended meaning not being conveyed effectively (Sulaikho & Mathoriyah, 2019).

Numerous studies on error analysis in Arabic language instruction have been conducted by previous researchers. Janeb (2024) conducted a study on the effectiveness of using the *Kitab Saraf Galappo* in mastering the *tashrif istilahi tsulatsi mujarrad*. The study focused on mastering *sharaf* material through the use of specific instructional materials. Meanwhile, Nashoih, Mathoriyah, Sholahuddin, and Qosim (2023) conducted a study titled "Analysis of Nahwu Errors in the Writing of Thesis Abstracts by Students in the Arabic Language Education Program." The study aimed to identify and describe syntactic errors in the writing of thesis abstracts by students in the Arabic Language Education Program at KH. A. Wahab Hasbullah University. The results of the study revealed six categories of errors: i'rab errors; mismatches between masculine (mudzakkar) and feminine (muannats) forms; errors in idhafah structure; mismatches between na'at and man'ut; errors in the use of prepositions related to verbs; and errors in the rules governing adad-ma'dud.

Our study specifically examines the errors made by students in identifying the root form of verbs. This study is important because an understanding of the characteristics of the root letters of verbs is one of the foundations of studying Sharaf (Audina et al., 2023). Thus, this study is expected to contribute to the

analysis of Arabic language errors, particularly in the morphological aspect related to the identification of verb forms.

This study aims to analyze the errors made by students at an Islamic boarding school in Jombang in identifying bina' fi'il. The study focuses on six categories of bina', namely shahih, mahmuz fa', mahmuz lam, ajwaf wawi, naqish ya'i, and naqish wawi. The research data were obtained through a written test administered to 28 students using 17 terms as test items. Subsequently, the errors found were grouped based on the bina' categories to determine the types and patterns of errors made by the students. The results of this study are expected to provide an overview of the students' mastery of the bina' material and serve as a basis for evaluation in morphology (sharaf) lessons.

Methods (منهجية البحث)

This study employs a mixed-methods approach with an explanatory sequential design. The research object refers to the subject matter under study, which defines the scope of the research (F. Hidayah et al., 2022). Based on this definition, the subjects of this study are 28 Madrasah Diniyah students at the Wustho level at an Islamic boarding school in Jombang. The research object in this study is the morphological errors made by the students in identifying the six types of bina' fi'il.

This study used tests and questionnaires as research instruments. The test instrument consisted of an Arabic story text without vowel marks, containing 17 words as test items. Respondents were asked to add vowel marks to the text and identify the type of bina' for each specified word. Scoring was based on the accuracy of the respondents' answers in identifying the bina' category according to the characteristics of the root letters of the verbs.

The data collection and analysis procedures were conducted in stages according to an explanatory sequential design (Khairunnisa, 2021). The first stage involved collecting quantitative data through test results completed by the respondents. This data was then analyzed to identify and categorize errors based

on the six categories of bina', as well as to calculate the percentage of errors in each category. The second stage involved collecting qualitative data through open-ended questionnaires administered to respondents to elicit information regarding the reasons and difficulties they encountered in identifying bina' fi'il. The respondents' answers were then analyzed using qualitative descriptive methods by grouping the information based on common themes. The results of the qualitative analysis were subsequently used to provide further explanation of the quantitative findings (Setiawan et al., 2023).

Results & Discussion (نتائج البحث ومناقشاتها)

Based on the research data, several types of errors were identified in the test results of students at a Madrasah Diniyah in one of the Islamic boarding schools in Jombang. The researcher classified the morphological errors into the following categories: bina' shahih, mahmuz fa', mahmuz lam, ajwaf wawi, naqish ya'i, and naqish wawi. The details of each type of error are as follows:

a. Bina' Shahih

Of the 17 questions administered, 8 were on bina' shahih. The total number of questions was 224, with 28 respondents. There were 92 errors, representing 41.07%. Thus, errors in bina' shahih were found in 92 of the respondents' answers to those questions.

b. Bina' Mahmuz Fa'

Of the 17 questions administered, 1 was a bina' mahmuz fa' question. The total number of questions was 28, with 28 respondents. Meanwhile, there were 18 incorrect responses, representing 64.29%. The test results show that there were 18 incorrect responses on this type of question.

c. Bina' Mahmuz Lam

Of the 17 questions that were administered, 2 involved the “bina’ mahmuz lam” rule. The total number of questions was 56, with 28 respondents. Meanwhile, the number of errors was 39 words, representing 69.64%. Based on the review of the answers, 39 words were found to contain errors.

d. Bina' Ajwaf Wawi

Of the 17 questions administered, 2 were of the "bina' ajwaf wawi" type. The total number of questions was 56, with 28 respondents. Meanwhile, the number of errors was 35 terms, representing 62.50%. The results of the analysis showed that there were 35 terms with errors in this category.

e. Bina' Naqish Ya'i

Of the 17 questions administered, 2 were of the "bina' naqish ya'i" type. The total number of questions was 56, with 28 respondents. Meanwhile, the number of errors was 45 terms, representing 80.36%. Based on the test results, 45 terms were found to contain errors in the "bina' naqish ya'i" category.

f. Bina' Naqish Wawi

Of the 17 questions administered, 2 were of the bina' naqish wawi type. The total number of questions was 56, with 28 respondents. Meanwhile, the number of errors was 47 terms, representing 83.93%. The results of the analysis showed that there were 47 terms with errors in this category.

Based on the results of the descriptive analysis, it can be concluded that the respondents' rate of morphological errors in their command of bina' reached 57.98% of all answers. The highest error rate was found in bina' naqish wawi at 83.93%, followed by bina' naqish ya'i at 80.36%. Meanwhile, the lowest error rate was found in "bina' shahih," at 41.07%. These results indicate that morphological errors were most frequently found in the "bina' naqish" category, specifically "bina' naqish wawi." These two categories have final letter characteristics that differ from "bina' shahih," so students must accurately master the identification and application of word-formation rules; meanwhile, students' mastery of "bina' shahih" is relatively better compared to other "bina'" categories.

Conclusions (الخاتمة)

Based on the results of the study and discussion regarding morphological errors in the Arabic of students at the Madrasah Diniyyah in one of the Islamic boarding schools in Jombang, such errors were still found in the mastery of six types of bina', namely bina' shahih, mahmuz fa', mahmuz lam, ajwaf wawi, naqish ya'i, and naqish wawi. Of the 476 responses obtained, 276 were incorrect, representing 57.98%.

This study concluded that the most common errors were found in the "bina' naqish wawi" category, accounting for 83.93%, followed by "bina' naqish ya'i," accounting for 80.36%. The lowest error rate was found in the "bina' shahih" category, at 41.07%. This indicates that the respondents' accuracy in identifying "bina' shahih" was relatively higher compared to the other "bina'" categories.

The results of this study indicate that mastery of morphology is an area that requires full attention, particularly the identification and application of word inflection patterns in the context of bina'. Therefore, the reinforcement of course material and practice in verb conjugation must be carried out on an ongoing basis, especially for the bina' naqish category, which exhibits a relatively high error rate (Lalu Muhammad Arifrabbani & Muhsinin, 2023).

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