



# Analyzing Grammatical Errors in The Undergraduate Thesis of Students of The Department of Arabic Language Education at Sultan Sharif Qasim Islamic State University Riau In 2017

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**Abstract,** *This research aims to detect grammatical errors in the undergraduate thesis of students of the Department of Arabic Language Education at Sultan Sharif Qasim Islamic State University Riau in 2017. The design of this research is a descriptive qualitative research. The data collection tools are the official documents method. In this research, the researcher analyzed the grammatical errors in the university thesis, where the researcher went through three stages, namely: 1- Recognizing the error, the researcher looked at the texts of the supplementary research written in Arabic for students of the Department of Arabic Language Education at Sultan Sharif Qasim Islamic State University in 2017, and identified the errors in which the students deviated from the grammatical rules. 2 - Correcting the error, the researcher clarified what is correct 3 - Clarifying the error, the researcher clarified what are the correct rules in the Arabic language. The results of this research are: The grammatical errors made by the students of the Department of Arabic Language Education at Sultan Sharif Qasim Islamic State University, Riau, in writing the supplementary research are many, including those related to the section of marfu'at, manshubat, majrurat, majzumat, asma` ma'rifah, tawabi' and murakkabat. The researcher found forty-nine errors in the section of tawabi' (na'at haqiqy) and forty errors in the section of murakkabat (tarkib idhafah). The least number of errors were found in the section of majrurat and majzumat.*

**Keywords:** *Analysis, errors, grammar, thesis, Arabic language*

## 1. INTRODUCTION

Language is the means of expressing one's thoughts and ideas, and it is also the means of communication and understanding between one person and another. The Arabic language is the language spoken by the main source of the Islamic religion: The Holy Quran and the Hadith. This means that the spread of this language always coincides with the spread of Islam, because of the close relationship between the two, as if they were two sides of the same coin. Therefore, the introduction of the Arabic language in Indonesia coincides with the introduction and spread of Islam in this country.

As Islam witnessed the widespread spread and acceptance of Islam, the Arabic language also spread widely and was well accepted by Indonesian society. The spread of the Arabic language has gone through several stages since it was spread through the words of Quranic verses, hadiths, prayers, and dhikr memorized by Indonesian Muslims until it spread through Arabic language education programs affiliated with schools, institutes, and modern institutions.

Learning Arabic for non-native speakers is not easy. Students may face difficulties in learning it as their second language. Some of them make mistakes while applying this language, and these mistakes are either in writing or in speech.

University research indicates the cognitive ability of university students and indicates both the cognitive and linguistic ability of students of the Arabic language education department and is a cognitive condition in obtaining a degree and graduating from a university, and this university research is the result of learning and studying in previous years, and one of those studies is the study of grammar rules, which is one of the most important elements of the Arabic language. However, after the researcher observed the following phenomena: The researcher found the following phenomena:

1. Some students make mistakes when writing attributive structures
2. Some students make mistakes when writing auxiliary structures
3. Some students make mistakes when writing descriptive structures

### **The concept of Linguistic errors**

Linguistic errors are made up of the words errors and linguistic. Errors are the plural of error in the sense of guilt and mistake, (Society, 2008) or the opposite of right, (Al-Razi, 1994) and linguistic is an artificial source from the word language.

It is known that every language has rules governing its overall system and subsystems, there are rules governing the phonological system, rules governing the morphological system, and rules governing the grammatical system. In addition to linguistic rules, there are other rules that are social. Social rules in language use are very important. Therefore, they should be taught to foreign language learners and especially to Arabic language learners so that they do not fall into a cultural awkwardness that the people of the language are surprised by. (Abdullah, 2000)

Based on this, a linguistic error can be defined as a departure from the rules of language use that have been accepted by the speakers of that language or its people. Professor Omar Al-Siddiq Abdullah divided linguistic errors into three types, as follows:

1. *Zallat* or lapses of the tongue, which are errors that result from lack of concentration, short memory, fatigue
2. *Aghlat*, which is called a type of errors or situations in which the language learner falls into an inappropriate situation, as the sentence used may be correct in terms of the linguistic context but wrong in terms of the context of the discourse.
3. *Akhttha`*, which is the language learner's departure from one of the linguistic rules that govern the particular linguistic system or a departure from the rules of. (El-Amin, 1982)

### **Levels of language errors**

Linguistic errors occur at many levels in linguistic matters, from elements to skills. Some of these levels of linguistic errors are:

1. Phonological errors

Arabic language learners may fall into phonetic errors, including mispronunciation of similar sounds such as “س”، “ش”، “ث” and “ط” and “ذ” and “د” and others. Especially for native speakers who do not have an alphabet.

2. Morphological errors

In addition to phonetic errors, Arabic learners may also fall into morphological errors such as the mistake of using the past tense to the infinitive in a sentence, such as : “قَدْ” “نَوْم”، the correct form is “قَدْ نَأْم”.

3. Errors at the level of grammar

There are many grammatical errors, such as the addition of the genitive with alef and lam and the denial of the *nakirah* adjective for a *ma'rifah* adjective, among others.

4. Errors at the semantic level

Errors at this level are related to meaning, Arabic language learners may be making semantic errors such as using words in their correct place.

### The Concept of Syntax (*an-Nahwu*)

Syntax (*an-Nahwu*) is a branch of Arabic science that focuses on the rules of the Arabic language that have been defined with great interest.

النحو في اللغة له معان كثيرة، أهمها: القصد، والجهة، والمقدار. (El-Hashimi, 2010) والنحو عند أهل اللغة العربية مأخوذ من المادة اللغوية "نحو". (Al-Farahdi, 2008) وعرف الجوهري بأن علم النحو هو الطريق، والانصراف، والعدول. (Al-Jauhary, 1999) وقال ابن كمال الباشا في كتابه "النحو لغة: القصد. وفي عرف النحاة: معرفة أحوال أوامر الكلام من جهة الإعراب". (Al-Basha, 2002) وقال محمد علي السراج: "النحو هو علم بأصول تعرف بها أحوال الكلمات العربية من جهة الإعراب والبناء. والإعراب هو رفع الكلمة ونصبها وخفضها وجزمها. فإذا لم تكن الكلمة معربة سميت مبنية فتلزم حالة واحدة كأمس والآن. (Siraj, 1430)

وتعريف النحو اصطلاحاً هو العلم الذي يعرب كلام العرب في حال تركيبه أما من رفع أو نصب أو جزم أو جر أو في كل حالة الإعراب، وتحتوى دراستها عن الاشتقاق والتركيب والإعلال والإبدال. (Al-Babti, 2004) وقيل هو علم بأصول يعرف بها صحة الكلام وفساده. (Al-Jurjani, 2005)

Grammar in language has many meanings, the most important of which are: Intention, destination, and destiny. Arabic grammar is taken from the linguistic material “grammar”. Al-Jawhari defined the science of grammar as the way, deviation, and diversion. Ibn Kamal al-Basha said in his book “Grammar in language: intention. In the knowledge of the grammarians: Knowing the conditions of the end of speech from the point of view of expression”. Muhammad Ali al-Sarraj said: “Grammar is a science with principles by which the conditions of Arabic

words are known from the point of view of expression and construction. Arabic is the raising, raising, lowering, and lowering of the word. If the word is not expressed, it is called built, so it is bound to one state, such as yesterday and now.”

The definition of grammar as a term is the science that expresses the words of the Arabs in the state of their composition, either from raising, installing, asserting, asserting, or dragging, or in every state of expression, and includes the study of derivation, synthesis, annotation, and substitution.

The science of grammar was developed in the early days of Islam, and it was developed and originated in Iraq because it was at the borders of the desert and the meeting place of Arabs and others, and all settled there because of the prosperity of life in it, so it was the most prominent country in which the epidemic of language spread, which prompted the development of grammar.(Al-Tantawi, 1119)

### **The functions of grammar in sentences**

These are what al-Jarjani called “*ma’any nahw*” (the meanings of grammar). What is meant by function is the meaning obtained from the use of words or verbal images in the written or spoken sentence at the analytical or syntactic level. Grammatical functions in the Arabic language are divided into two parts:

#### **1) General grammatical functions**

They are the general meanings derived from sentences and methods in general, and these functions are represented in the indication of sentences or methods on *khobar, insya`, itsbat, nafy, ta`kid* and in their indications of *thalab* of all kinds, such as *istifham, amr, nahy, `ard, takhshish, tamanny, tarajjy and nida`* and in their indications of the two types of condition: *imtina`i* and *imkani* All this by using the tool that carries the function of the sentence or method, with the exception of sentences that do not inherently need the tool.(Al-Saki, 1977)

These general grammatical functions are also represented in the ability of the sentence to disclose the use of gesture, voice, praise and blame, and its ability to disclose exclamation and oath using the exclamation and oath tool. It should be borne in mind that any meaning of sentences in the Arabic language, such as interrogation, negation and condition, is only realized by the tool for that meaning, with the exception of the sentence of proof, the sentence of the command in the formula and some sentences of disclosure when it is by evasion, praise, blame and voice, these only do not depend in performing their function on any tool, and this means that the general grammatical functions in the vast majority of cases are done by one dividing building, and this building is only the tool with its various examples. Mr. Tamam Hassan says:

"والتعليق بالأداة أشهر أنواع التعليق في اللغة العربية الفصحى، فإذا استثنينا جملة الإثبات والأمر بالصيغة - قام زيد، زيد قام، قم - وكذلك بعض جمل الإفصاح - فإننا سنجد كل جملة في اللغة الفصحى على الإطلاق تتكل في تلخيص العلاقة بين أجزائها على الأداة"

"Suspension with the tool is the most famous type of suspension in the classical Arabic language, if we exclude the sentence of *itsbat* and *amr* in the formula - قام زيد - زيد قام, قم - as well as some sentences of disclosure - we will find that every sentence in the classical language at all depends in summarizing the relationship between its parts on the tool."

It is known that suspension is the general grammatical function that tools perform when their relationships with sentences are identical. On the other hand, word parts, on the other hand, can perform the function of strengthening grammatical relationships. The meaning of the relationship on this is a grammatical function, and this function is sometimes expressed by tools, as we express the exception with the exception tool, the equation with the equation, the affirmation with the affirmation tool, and the adverb with its preposition, It is noteworthy that this relationship is evident between two parties, such as the excluded and the excluded, as well as the two parties to the equation, such as the adverb and the adverb, and so on

The relationship of attribution is expressed by nouns, adjectives, verbs, pronouns and adverbs, as the noun is attributed less to the use of the adjective and is also attributed to it, that is, the attribution moves with both sides, with the participation of adjectives and pronouns - as they are substituted for the apparent name.

As for verbs and adjectives, they do not accept unilateral attribution, as they do not fall into a predicate. He expresses the relationship of the ratio - as Mr. Tammam prefers to call it \* with nouns, adjectives, pronouns, adverbs, adverbs and tools that resemble nouns, adverbs and pronouns, meaning that these sections are drawn to the meaning of the ratio either because they are preceded by a preposition or because of addition, while verbs, adverbs and other tools are not suitable to perform the relationship of the ratio, as they are not preceded by a preposition and are not drawn by addition.

He expresses the subordinate meanings of participle, conjunction, affirmation and substitution with what is suitable for them from the parts of speech. He also expressed the quotient relations, as Mr. Tammam calls them, with nouns, adjectives, pronouns and adverbs, and with the present tense in some of them, so that these are attributed to the meaning of transitivity as the object, and the meaning of teleology as the object for him and the present tense after L, K and others, and the meaning of intentionality as the object with him and the present tense after W, and the meaning of circumstance as the object in it, and the meaning of association as a case, and the meaning of explanation as discrimination, and the meaning of

exclusion as exclusion, and the meaning of violation as specialization and some other meanings.

## **2) Special grammatical functions**

The link between the special grammatical function and the grammatical door is clear, as we have learned that the word that falls in one of the grammatical doors performs the function of that door \* This is similar to the function of the effectiveness performed by the actor, the passivity performed by the object, the current performed by the case, the function of facilitation performed by discrimination, and so on. At the applied level in the use of special grammatical functions or the meanings of the doors to differentiate between sections of speech, we can say, for example: Nouns, adjectives and pronouns among the parts of speech are the ones that are suitable to be an actor, as the actor is the door of the grammar, and the effectiveness is its special grammatical function in speech, while the rest of the parts of speech, such as successors, nouns, adverbs and tools, are not suitable to perform the function of effectiveness.

Since nouns, adjectives and pronouns are the ones that are active in speech, each of them performs besides its general morphological function its special grammatical function, as the active noun performs two functions: One of them is the general morphological function, which is the indication of the name or the function of naming, and the other is a special grammatical function, which is effectiveness, and the adjective that falls as an actor in the sentence by attributing the action to it also performs two functions, one of them is a general morphological function, which is the characterization of the event, and the other is a special grammatical function is effectiveness, and so we say about the pronouns that fall in the positions of the actor, as inclusion is its general morphological function, and effectiveness is its special grammatical function, from here we notice the difference between the sections of the functions.

If we look at the rest of the grammatical sections, we will find that every single word located in one of these sections performs the function of its negation, and from here we can also use the meaning of the door or the special grammatical function in differentiating between sections of words.

Supplementary research data for students of the Arabic Language Education Department

The researcher identifies three supplementary research for students of the Department of Arabic Language Education, Faculty of Education, Sultan Sharif Qasim Islamic State University, Riau, in 2017. These researches are as follows:

1. The application of dialogic method to upgrade the speaking skill of high school students Muhammadiyah Tanjung Belit Air Tiris
2. Correlation between grammar comprehension and composition ability of students in the Islamic Middle School of Ansar al-Sunnah Institute Air Tiris
3. The effectiveness of using the imitation method of word memorization with the strategy of the game “Quick Word Connection” to promote the comprehension of Arabic vocabulary among students in the middle school of Nur Al-Falah Pangalihan Indragiri Hilir.

## 2. RESEARCH APPROACH

The approach used is the qualitative approach because it does not need research hypotheses because the data of this research is descriptive rather than numerical. The method used is the descriptive method, which relies on the conditions of a group of people or a subject that exists in reality.(Moleong, 2005) The data was collected through official documents.

The method of data analysis is Content Analysis, where the researcher analyzes the content of the data. According to Richard Budd, content analysis allows the researcher to observe the text at the time she specifies without any other process that increases the objectivity of the research.(Auzy, 1993)

Lexy Moleong quoted Weber as saying that Content Analysis is a research method that aims to take the right findings from a book or file.(Moleong, 2005) The method of analyzing the data in this text has three stages:

### A- Recognizing the error

The researcher looks at the texts of scientific research written in Arabic by the students of the Arabic language teaching department at the Islamic State University of Riau who graduated in the year 2017, and identifies the errors in which the students deviated from the Arabic rules. Example:

الصفحة	الصواب	الخطأ	الرقم
التجريد	على بيانات الملاحظة	على البيانات الملاحظة	1

1	لأن كل المهارات مرتبط بعضها ببعض	لأن كل المهارات مرابط بعضها	2
1	على ثلاث مراحل	على ثلاثة مرحلات	3
1	المهارات اللغوية	مهارات اللغوية	4
1	كل المهارات أو أجد منها المشكلات الكبيرة	كل المهارات أو أجد منهن مشكلات الكبيرة	5
1	أي غير معالج	اي غير المعالجة	6
2	سميت هذه المهارات تعبيراً	سميت هذه المهارات التعبير	7
3	ماتحدثه المعلم	ماتحدث المعلم	8
3	على تعبير ما في الذهن	على ما عبر في الذهن	
3	ثم يكرر الطلاب ما استمعوا من حدث المعلم	ثم يكرره الطلاب ما استمع عن حدث المعلم	10
4	المدرس مازال	المدرس مازالو	11
4	بعض الطلاب لم يستطعوا الإجابة عن الأسئلة التي قدمها إليهم المدرس	بعض الطلاب لم يستطع الإجابة عن الأسئلة التي قدمها إليكم المدرس	12
4	يقررون أن درس اللغة العربية صعب	يقررون أن درس اللغة العربية صعوبة	13

## B. Correcting the error

At this stage, the researcher clarifies what is correct in the grammatical and morphological rules of the Arabic language. Example:



الرقم	الخطأ	الصواب	تصويب الخطأ	الباحث
1	مزايا هذه الطريقة سهل	مزايا هذه الطريقة سهلة	عدم المطابقة بين المبتدأ والخبر في التأنيث	1
2	درجتها مقبول	درجتها مقبولة	عدم المطابقة بين المبتدأ والخبر في التأنيث	1
3	لأن التعليم أهدافه لم يتحقق أي غير المعالجة	لأن التعليم أهدافه لم يتحقق أي غير معالجة	كون الخبر مصدرا	2
4	تنفيذ طريقة الحوار فعالة	تنفيذ طريقة الحوار فعال	عدم المطابقة بين المبتدأ والخبر في التذكير	2
5	علم النحو هو العلم يعرف بها	علم النحو هو علم يعرف به	إتيان الخبر اسم المعرفة	3
6	ليكون سهولا	ليكون سهلا	كون الخبر مصدرا	3
7	ارتباطها قوية	ارتباطها قوي	عدم المطابقة بين المبتدأ والخبر في التذكير	3

### C. Explanation of the error

In this stage, the researcher shows and explains what are the correct rules in Arabic grammar.(Abdullah, 2000) Example:

مواضع الأخطاء التي وجدتها الباحثة في المبتدأ والخبر هي:  
- عدم المطابقة بين المبتدأ والخبر في التأنيث. نحو: مزايا هذه الطريقة سهل، درجتها مقبول. والصواب: مزايا هذه الطريقة سهلة، درجتها مقبولة.  
- عدم المطابقة بين المبتدأ والخبر في التذكير. نحو: تنفيذ طريقة الحوار فعالة، ارتباطها قوية. والصواب: تنفيذ طريقة الحوار فعال، ارتباطها قوي.  
- كون الخبر مصدرا. نحو: لأن التعليم أهدافه لم يتحقق أي غير المعالجة، ليكون سهولا. والصواب: لأن التعليم أهدافه لم يتحقق أي غير معالج، ليكون سهلا  
- إتيان الخبر اسم المعرفة. نحو: علم النحو هو العلم يعرف بها. والصواب: علم النحو هو علم يعرف بها.

قال سليمان فياض: "ولكي تكون الجملة الاسمية صحيحة لابد أن تتوفر فيها عدة شروط:

- المبتدأ يجب أن يكون معرفة أو نكرة موصوفة أو مضافة
- لابد من المطابقة بين الخبر والمبتدأ من المطابقة بين الخبر والمبتدأ في التذكير والتأنيث والعدد
- لابد من وجود الضمير في الخبر يعود على المبتدأ إذا كان الخبر جملة اسمية أو فعلية" (Fayyad, 1995).

### 3. CONCLUSION

The grammatical errors made by the students of the Department of Arabic Language Education at Sultan Sharif Qasim Islamic State University Riau in writing the supplementary research are many, including those related to the section of *marfu'at*, *manshubat*, *majrurat*, *majzumat*, *asma`ma`rifah*, *tawabi`* and *murakkabat*. The researcher found forty-nine errors in the section of *tawabi` (na`at haqiqy)* and forty errors in the section of *murakkabat (tarkib idhafah)*. The least number of errors were found in the section of *majrurat* and *majzumat*.

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