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Arabic Phrases Error

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Arabic Phrases Errors in Writing Theses for Masters Students at Indonesian Universities

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Abstract

Students' Arabic theses writing still has grammatical errors. This study aims to find out: (1) errors in writing Arabic phrases on students of the Arabic Language Education Master's Program at universities Indonesia, and (2) the factors that cause these writing errors. This research is qualitative research using the Library Research approach with Error Analysis. The primary data are errors in the application of Arabic phrases from 110 student theses at three universities from 2019 to 2021. The results of this study are: (1) students' Arabic theses writing errors in 4 phrases, namely: *murakkab ismiy* (nominal phrase) of 22 %, *murakkab fi'liy* (verbal phrase) of 21%, *tarkib idāfiy* (Combination of Nouns) of 26%, *tarkib waşfiy* (adjective phrase) of 31%; (2) two factors causing the error, namely: (a) language input errors are less, inaccuracy, translation from an electronic dictionary without correction; (b) the error factor by heeding grammar rules, not practicing *nahwu* correctly, and not studying seriously of arabic grammar. The implication is that students re-validate the writing and avoid copy-paste writing techniques, and lecturers check student's writing according to grammar, especially phrases by reviewing seriously.

Keywords: error analysis, Arabic phrases, Students' Arabic theses, Foreign Language

1. Introduction

Theses is a scientific paper that is the main requirement in completing master's studies. For master students of Arabic education, the use of Arabic is an absolute must in writing their theses. They must be proficient in Arabic as a foreign language, both in the use of language vocabulary, the grammatical structure of the language, understanding insights, and its application in writing their final project. Arabic as a foreign language and a second language is a language that is in great demand in Indonesia. The use of Arabic is certainly inseparable from the influence of the mother tongue (Mubarak, 2020). This influence can have an effect on the grammatical structure of one's language, one's speaking, listening, reading, and writing skills. This of course must receive serious attention for language learners, teachers, educational institutions, as well as for the compilers of objectives, curricula, and learning materials (Mughni, 2005).

Writing skills and mastery of the rules of the Arabic grammatical structure are an integral part of the theses writing as a master's final project for students majoring in Arabic Language Education. The rules of the grammatical structure of the Arabic language are the basis for determining the perfect or

imperfect sentence structure in a student's theses. Some of the obstacles in compiling sentences in theses are students' lack of understanding in the rules of Arabic grammatical structure, especially in the formation of sentence patterns, namely phrases or in Arabic called *tarkīb* or *murakkab*. *Tarkīb* is a linguistic discussion in syntax. These errors in syntax often occur in writing the final project using Arabic as a foreign language (Sa'adah, 2016), especially in the rules of Arabic grammatical structure in the formation of phrases or *tarkīb* (*murakkab*) (Judge, 2019).

The results of the researchers' initial observations, found that master students majoring in Arabic language education at Antasari State Islamic University (UIN) Banjarmasin, Indonesia experienced difficulties in writing Arabic grammatical structure rules in the formation of phrases or *tarkīb* in writing their theses. Students make more word arrangements into *tarkīb Idhafy* and *tarkīb na'ty* or even changed the form of *tarkīb arrangement* so that some of their writings provide imperfect understanding (*ghairu Mu'fidah*), even though the arrangement of these words should be able to carry meanings that can provide understanding for others. *Tarkīb* should be an arrangement of two or more words that can give meaning to each other and can be understood and used in speech (Al-Ġhalāyayn, n.d.). With this initial observation, the researchers conclude that the mastery of *tarkīb* becomes very important in writing assignments for master students majoring in Arabic Language Education, so to provide accurate data, the researchers conduct literature research on mastery of this *tarkīb* in order to describe the writing errors and the factors causing the errors in student theses writing. master's degree in Arabic education at universities so that relevant stakeholders can take solutions or improvement steps in the future.

Regarding the research of researchers, according to Lado (1957) errors in foreign languages often occur. These errors arise from three things, namely: (a) the influence of the first language; (b) internal difficulties of the target language or foreign language; (c) target language or foreign language teaching system. Of these three things, master students who are writing a thesis using Arabic as a foreign language have experienced it. Many differences in the grammatical structure of Indonesian and Arabic are the main sources, such as Indonesian language does not recognize the final sound change in each word (*i' rāb*), while in Arabic it is required to understand and be able to sound the sound form at the end of each word as an indication of the position of the word in the word. sentence. Likewise, the difficulty of foreign languages which have derivative words (*sharaf*) and grammatical structures (*nahwu*) are complex. This certainly has an influence on students who are applying their Arabic language skills in writing scientific papers, both theses, theses, papers and so on (Lado, 1957). The researchers observe that errors in writing master's theses are not only descriptive findings, but can be a solution to the difficulties in learning Arabic experienced by students who are learning Arabic as a second language, including by providing Arabic language material that is simpler and easier to understand, renewal of learning objectives to be achieved, development of teaching materials that can adapt to the needs of students, and can be a reference for feedback for Arabic language teachers so that they can emphasize students to practice Arabic material such as the rules of Arabic grammatical structure to always be practiced and become a *project. learning* so that it can be mastered according to learning objectives (Ainin, 2017).

This research refers to and is in line with previous research. Nur Hidayah's research, entitled "*Tahlīl Akhṭā' An-Nahwiyyah Wa Muhāwalatu ulūlihā Fī Kitābati Al-Buhūts Al-Ilmiyyah Ladā Talabati siyā Al-Ġarbiyyah bi Jāmi'ati Al-Muslimīn Al-Indiyyah*", aims to find solutions to problems that in Makassar facing students in writing an Arabic theses at the West Asia Department of the Indonesian Muslim University Makassar from the factors causing the errors found in the research, namely *transfer of experience*, *intralingual*, transfer of expressions from mother tongue to target language. The results of research from Nurhidayah showed that students realized their mistakes and tried to improve their understanding by seriously studying and practicing the concepts of knowledge about Arabic they got in the learning process held by students when students became teachers (Hidayah, 2017). Khadir Khairunnisa's research in his theses entitled "*Nahwu and Sharaf's Errors in Insha Tahriri Students of the Department of Arabic Language Education, Faculty of Tarbiyah and Teacher Training Alauddin Makassar State Islamic University*" aims to identify errors and analyze errors contained in writing *insya'* on students who focus on the object of research regarding the errors of *nahwu* and *sharaf* which include several aspects, namely the suitability (*muṭābaqāt*) between properties (*na'at* and *man'ūt*), the suitability of the subject and predicate (*Mubtada'* and *Habar*) and other general grammatical structures (Khairunas, 2017). Entitled *Common Errors in Writing of EFL Sophomores in a Context of The Mekong Delta*. From this research knows that a list of types of errors which occur while writing English from the phrase level to the sentence level, among other groups of errors while writing. This study could foster a trend to develop strategies to help students learn English better from both teachers' and students' point of view in today's English training programs (Mottaghizadeh & Khanabadi, 2020). From this study, the same researchers conducted this Error Analysis Study in order to provide input to improve the quality of teaching and learning Arabic in Arabic language education masters. The difference between the researchers' research and previous researchers is that the object of research only focuses on phrases (*Tarkīb* or *murakkab*), this is necessary because this is the phrase where there are more disagreements on student understanding in its use in writing their theses. These phrases include *tarkīb idāfiy*, *tarkīb waṣfiy*, *murakkan ismiy*, and *murakkab fi'liy*. Thus, research questions

are two: (a) what are the errors in writing mastery of *master* students in Arabic Language Education at universities Indonesia in writing their theses? (b) what are the factors that cause errors in writing mastery of *tarkīb* master students in Arabic Language Education at universities Indonesia in writing their theses?

2. Literature review

Errors in Arabic are referred to as أخطاء (*akhṭā*) and in English it is called "error". The term أخطاء (*Akhṭā*) or "error" and أغلاط (*Aḡlāt*) or "mistake" are often interpreted as the same meaning, but Corder distinguishes the two terms. Quoting Hidayat's opinion, it is stated that أخطاء (*Akhṭā*) or "error" is an error in language or deviation from standard language norms that occurs consistently, while error is a deviation from standard language norms that occurs accidentally. In pronunciation, errors are often referred to as Mispronunciation (*Lapse*) (Hidayat, 2014). The factors of language errors that occur are: (a) the influence of mother tongue, internal factors of the target language and the teaching system: (a) the influence of mother tongue, while the understanding of the influence of mother tongue can be divided into two are positive influence (*transfer*), and negative influence (*interference*). The positive influence will help the language learner in learning the second language, while the negative influence will always give influence and error to the second language learner in applying the grammatical structure rules of the second language; (b) internal factors of the target language, internal factors of the target language are defined as the difficulties that are obtained due to the complexity of the norms and rules that apply in the target language itself. As we know that each language has its own specialties and uniqueness. Therefore, the abilities and skills of second language learners are important factors in their mastery of the target language; (c) teaching system, the teaching system also has an equally important influence in the efforts of language learners to master the target language. The teaching system here is interpreted not only as a transfer of knowledge between teachers and students, but all factors of the broad teaching system which include teachers, teaching materials, learning facilities, and the learning environment (Purba, 2013 ; Suryadarma, 2015) .

Arabic phrase meaning is a series of two or more words that form a structural meaning, whether it is a perfect or imperfect understanding. The perfect understanding in Arabic is called *kalam*, while the definition of *kalam* itself is a perfectly composed arrangement and can be understood (Dimiyati, 2016). Structural Linguistic School argues that the phrase is one of the children of discussion of linguistics which studies the arrangement of words into phrases to form a sentence (Putra, 2017). While the term phrase is defined as an orderly arrangement of a sentence composed of two or more words, which is an element of a clause and does not occupy a prepositional position, for example: *Muhammad's clothes, Class Doors, Home Doors*. This phrase or *tarkīb* can be concluded that the composition of the words that are arranged can be understood, but still cannot be called *kalam*, because it requires other words to become a perfect sentence (*the number of kamilah*) so that it becomes a *sentence* that can be understood in its entirety. Phrases in Indonesian and Arabic do have similarities and differences so that some learners will experience ambiguous understanding, due to different word sounds and ambiguous grammatical structures (Ramdiani, 2014).

Tarkīb based on Al-Ġhalāyayn there are five types of *tarkīb*, namely *murakkab Isnādy*, *murakkab Idāfiy*, *murakkab Bayāni* (*washfiy*, *Taukiy*, *Badaly*), *murakkan 'atify*, *murakkab Mazjy*, *murakkab 'adady* (Al-Ġhalāyayn, n.d.). Meanwhile, based on Dimiyati who has classified it based on the suitability of the grammatical structure of Arabic and Indonesian, there are seven types, namely *tarkīb fi'liy* (verbal phrase), *tarkīb na'tiy* (adjective phrase), *tarkīb ismiy* (nominal phrase), *tarkīb adady* (numeric phrase), *tarkīb jar majrur* (prepositional phrase), appositional phrases, and adverbial phrases (Dimiyati, 2016). The researchers then limit the concept of *tarkīb* to four types of phrases, namely *murakkab ismiy*, *murakkab fi'liy*, *tarkīb na'tiy* and *tarkīb Idāfiy*. The explanation is as follows:

2.1 Murakkab ismiy

Murakkab ismiy is part of *murakkab isnādy*. *Murakkab ismiy* is a series of words that form a sentence consisting of a subject and a predicate. The subject is *isim ma'rifah* and the predicate is a noun (*isim*) or verb (*fi'il*) or phrase (*tarkīb*). This *murakkab ismiy* has a subject position called *mubtada'* and a predicate called *khabar*. The examples of *murakkab ismiy* are in table 1:

Table 1: examples of *murakkab ismiy*

sentence (<i>number of ismiyyah</i>)	محمد هو جالس
transliteration	Muhammad Huwa Jālisun
translate	Muhammad (Was) Someone (Who Is) Sitting
<i>murakkab ismiy</i>	هو جالس
transliteration	Huwa Jālisun
translate	Someone (Who Is) Sitting

Table (1) shows discussion that find the terms *khavar* (predicate) and *mubtada* (subject). Referring to the example above, the sentence محمدٌ هو جالسٌ in Arabic is known as *Sum Ismiyyah* because it is a complete sentence consisting of a word structure composed of nouns without being preceded by a verb (*Non-Verbal Tense*). The word occupies the position of *mubtada* and the word occupies محمدٌ هو the position of *khavar* and he is *murakkab ismiy* which consists of *mubtada* and *khavar*. محمدٌ هو becomes *murakkab ismiy* because it lies in the predicate or *khavar* of the type of sentence (*the number of ismiyyah*) because *the number of ismiyyah* still occupies the position of the predicate sentence, then محمدٌ هو is a phrase (*tarkib* or *murakkab*).

2.2 *Murakkab fi'liy*

Murakkab fi'liy is part of *murakkab isnady* as well. *Murakkab fi'liy* is a series of words that form a sentence consisting of a subject and a predicate. The subject is *isim ma'rifah* or *isim nakirah* and the predicate is a verb (*fi'il*). This *murakkab fi'liy* has a subject position called *fa'il* and a predicate called *fi'il*. The examples of *murakkab fi'liy* are in table 2:

Table 2: examples of *Murakkab fi'liy*

sentence (<i>number of ismiyyah</i>)	محمدٌ يجلس
Transliteration	Muhammad Yajlisu
Translate	Muhammad is Sitting
<i>murakkab fi'liy</i>	يجلس
Transliteration	Yajlisu
Translate	Sitting

Table (2) shows discussion that find the terms *fi'il* (predicate) and *fa'il* (subject). Referring to the example above, the sentence محمدٌ يجلس in Arabic is known as *Sum Ismiyyah* because it is a complete sentence consisting of a word structure composed of nouns without being preceded by a verb (*Non-Verbal Tense*). The word يجلس in the sentence محمدٌ يجلس is a verbal phrase or *murakkab fi'liy* (*Verbal Tense*) because this sentence is composed of a series of Verbs – Nominals contained in these verbs. Then the word يجلس is actually هو يجلس where *fi'il* (Predicate) is يجلس, and the word هو which is meant in becomes *fa'il* (Subject) which is stored in *fi'il* (Predicate) يجلس. therefore, يجلس becomes *murakkab fi'liy* because it is located in the predicate or *khavar* which is a complete sentence type (*number ismiyyah*), and يجلس is *fi'il* with its *fa'il* هو still occupying the position of the predicate sentence, then هو يجلس is as a phrase (*tarkib* or *murakkab*).

2.3 *Murakkab Idāfiy*.

Murakkab Idāfiy is a phrase with words composed of nouns, where the first arrangement consists of *nakirah nouns* (general/unclear) and the second consists of *ma'rifat nouns* (specific/clear). In this series, the second word becomes the binding meaning for the first word. The examples from *Murakkab Idāfiy* are listed in table 3:

Table 3: Examples of *Murakkab Idāfiy*

sentence (<i>number of ismiyyah</i>)	هذا كتابٌ محمدٌ
transliteration	haḍa kitabu muhammad
translate	This is Muhammad's book (Muhammad's book)
<i>murakkab idāfiy</i>	كتابٌ محمدٌ
transliteration	kitabu muhammad
translate	Muhammad's book (Muhammad's book)

Table (3) shows discussion about *Murakkab Idāfiy*. There are two terms for its constituent elements, namely known as *muḍāf* (noun 1) and *muḍāf ilaih* (noun 2). In this discussion, the first element is formed from words that are *ifa' nakirah* (general) and the second element is formed from words that are *ma'rifat* (special). So, referring to the example above, the words with the *muḍāf* category is: كتابٌ. While the words that are *muḍāf ilaih* is: محمد. If the second noun (*muḍāf ilaih*) is marked with (ال) then this composed word will bring meaning to give meaning (*ta'rif*), and if the second noun is marked with the form of *nakirah* (without ال) then this series of words will bring meaning to specialize. For example, in table 4 below:

Table 4: examples of Murakkab Idāfiy

sentence (<i>number of ismiyyah</i>)	هذا باب الفصل
transliteration	haḍa babu al-faṣli
translate	this is the classroom door
<i>murakkab idāfiy</i>	باب الفصل
transliteration	babu al-faṣli
translate	the classroom door

Table (4) shows discussion that **باب الفصل** becomes *murakkab Idāfiy* and is located in the predicate or *khabar* which is a complete sentence type (*number ismiyyah*), and **باب** is *muḍāf* and **الفصل** is *muḍāf ilaih*, occupies the position of a predicate sentence, then **باب الفصل** is a phrase (*tarkīb* or *murakkab*) namely *Murakkab Idāfiy*. This *Murakkab Idāfiy* has a function to give a new meaning but it is not far from the meaning of each of its constituents. As for each word that is strung together it will have the meaning of ownership, condition, location, things contained, and so on. For the following example:

baitu khutbin = wooden house (house made of wood) = بيت خطيب
 bābu al-faṣli = class door (the class door) = باب الفصل
 kitāb al-nahwi = book of Nahwu (*book on nahwu* material) = كتاب النحو

2.4 Murakkab Washfy

Murakkab Washfy is a phrase composed of *adjectives* which serves to give the nature of the isim (noun) it characterizes (*maushuf*). in addition to using the term *washfy*, there are also those who use another term for this phrase, namely the phrase *na'ty* (Andriani, 2018). This word order requires compatibility and compatibility between the adjective and the word it characterizes (*muthabaqah*). The suitability is in terms of punctuation (*i'rab*), number (*mufrad*, *mutsanna*, *jama'*), and type of word (*mudzakkar-muannast*) (al-ḡhalāyayn, tt). Examples are as in table 5:

Table 5: examples of Murakkab Washfy

sentence (<i>number of ismiyyah</i>)	هذا رجل جميل
transliteration	haḍa rajulun jamīlun
Translate	this handsome young man
<i>murakkab washfy</i>	رجل جميل
transliteration	rajulun jamīlun
Translate	handsome young man

Table (5) shows discussion that two terms were found for the constituent elements, namely *mauṣūf* (noun 1) and *ifah* (noun 2). In this discussion, the first element is formed from words that are *nakirah* (general) and the second element must also follow the first element, which is also *nakirah* (general). On the other hand, if the first element is formed from a word that is *ma'rifah* (special), then the second element must also follow the first element, which is *ma'rifah* (special). Therefore, **رجل** is *mauṣūf* (noun 1) and **جميل** is *ṣifah* (noun 2). Therefore **رجل جميل** being *murakkab washfy* because it is located in the predicate or *khabar* which is a complete sentence type (*ismiyyah number*), and **رجل** is *mauṣūf* with **جميل** is *ṣifah* occupying the position of the predicate, then **رجل جميل** is a phrase (*tarkīb* or *murakkab*).

3. Research methodology

This research is a qualitative descriptive research and literature by using an Error Analysis Study approach (Izzan, 2011). This study describes, evaluates and looks for factors causing difficulties in the application of *naḥwu* (Arabic grammatical structure) consisting of *murakkab ismiy*, *murakkab Fi'liy*, *tarkīb idāfiy*, and *tarkīb waṣfi* in writing the final project (theses) of students majoring in Arabic Language Education Department, Indonesia. The data from this study is qualitative data sourced from 110 theses which were taken randomly from theses of Arabic Language Department Students at the Universities namely Antasari State Islamic University, Muhammadiyah Mataram University, and Maulana Malik Ibrahim Malang State Islamic University of Indonesia of Graduate Year 2019-2021. The instrument that the researchers used in collecting the data was by using interview and documentation techniques. The author's interview was carried out to look in detail at the main factors causing the error (Rahardjo, 2011). The data with error analysis study produces an error evaluation that will provide input to stakeholders such as teaching material compilers, teachers, and Arabic learners to pay more attention to difficult materials. Therefore, the Error Analysis Study does not only focus on writing errors, but this research is able to dig deeper into the errors that occur and provide solutions, both in the form of correcting errors and solutions in the form of suggestions and suggestions for the compilers of teaching materials. Arabic (Haniah, 2018).

4. Findings

This study focused on finding common errors of grammar specially for phrase. The data was collected from 110 writing papers of theses from Arabic Language Education department at three universities namely Antasari State Islamic University, Muhammadiyah Mataram University, and Maulana Malik Ibrahim Malang State Islamic University of Indonesia.

4.1 Errors in Writing Arabic Phrases in Theses of Students of the Department of Arabic Education at universities Indonesia.

Several forms of Arabic phrase errors that the researchers found in the student theses of the Arabic Language Education Department three universities Indonesia specifically in chapter 4 (data presentation and analysis) in theses, can be seen briefly in the table and complete explanations below table (6):

Table 6: Arabic phrase errors in the student's theses

NO	Phrase Error	Error Form	Inappropriate phrase	Appropriate phrases
a.	<i>Murakkab Ismiy</i>	Incompatibility of <i>dhamir</i> (pronoun)	الكاتب تستخدم (al-kātib tastakhdimu): هذا البحث (ḥādīḥi al-baḥṭ): مصادر البيانات هو (maṣādir al-bayānāt: huwa)	الكاتبة تستخدم (al-kātibah tastakhdimu): هذا البحث (ḥada al-baḥṭ): مصادر البيانات هي (maṣādir al-bayānāt hiya):
b.	<i>Murakkab fi'liy</i>	Incompatibility between <i>Fa'il</i> and <i>fi'il</i>	نظر الباحثة (naẓara al-bāḥisah) يرغب الباحثة (yargabu al-bāḥisah)	نظرت الباحثة (naẓarat al-bāḥisah) ترغب الباحثة (targabu al-bāḥisah)
c.	<i>Tarkīb Idāfiy</i>	Addition (ال) to <i>Muḍāf</i>	المنهجية البحث (al-manḥajiah al-bāḥṭ) النتيجة الكتابة (al-natījah al-kitābah) الرئيس المدرسة (al-ra'īs al-madrasah) في التعلم وسيلة التعليمية (fī al-ta'allum wasīlah al-ta'līmiyyah)	منهجية البحث (manḥajiah al-bāḥṭ) نتيجة الكتابة (natījah al-kitābah) رئيس المدرسة (ra'īs al-madrasah) في تعلم الوسيلة التعليمية (fī ta'allum al-wasīlah al-ta'līmiyyah)
		Addition of <i>Ya Nisbat</i> to <i>Muḍāf Ilaih</i>	على خطاب المديرية (‘ala khitāb al-mudīriyyah)	على خطاب المدير (‘ala khitāb al-mudīr)
d.	<i>Tarkīb Waṣfiy</i>	there is no match between <i>Ṣifah - Mauṣūf</i> in <i>Ma'rifah Nakirah</i> there is no match between <i>Ṣifah - Mauṣūf</i> and <i>Tadkīr-Ta'nīṭ</i> (word type)	بمهارات اللغوية (bi mahārāt al-lugawiyyah) وسيلة المستخدمة (waṣilah al-mustakhdimah) مجموعة التجريبي (majmū'ah al-tajrībī) اختبار الطبيعية (ikhtibār al-ṭabī'iyah)	بالمهارات اللغوية (bi al-mahārāt al-lugawiyyah) الوسيلة المستخدمة (al-waṣilah al-mustakhdimah) المجموعة التجريبية (al-majmū'ah al-tajrībī) الاختبار الطبيعي (al-ikhtibār al-ṭabī'i)

The writing of *Ismiy's murakkab* found 16 forms of errors in the Arabic Language Department Student's theses at the State Islamic University of Antasari Banjarmasin. examples of such errors are:

- a) الكاتب تستخدم (al-kitabu tastakhdimu) means the book uses.
- b) هذه البحث (Hadzihi al-baths) means this is the discussion
- c) مصادر البيانات هو (masadir al-bayanat huwa) means: the source of the data is

From the 3 examples above, in the sentence "الكاتب تستخدم" the researchers found a mismatch between the word predecessor (*Mubtada'*) and the word after *Mubtada'*, namely *k abar* from *murakkab fi'liy*. While in the farasa هذه البحث the researchers found a discrepancy between the indicating word (*Išārat*) and the noun (designated *isim*) in *Taḍkīr and Ta'nīt*, while in the sentence مصادر البيانات هو the researchers found a discrepancy between the adjective as an attribute and the noun as the main element. As for the compatibility between the constituent elements (attributes) and the main elements, it is mandatory (Ni'Mah, 1928) Therefore, the correct writing is as follows: هذا البحث، مصادر البيانات هي

Writing *murakkab fi'liy* found 32 forms of errors in writing *murakkab fi'liy* in the student theses of the Arabic Language Department as follows:

- a) نظر الباحثة (nadhara al bathisah) means researcher sees
- b) يرغب الباحثة (yargabu al bathisah) means researcher likes

From these 2 examples, it can be seen in the sentences نظر الباحثة and يرغب الباحثة that there is an inconsistency between *isim (noun) Fa'il* and *fi'il (verb)*, as well as in time. Based on the rules of the past verb sentence (*Madhy*) there is a match between the type of verb (*fi'il*) and the noun (*isim*) which is domiciled as the doer of the deed. This compatibility in Arabic requires a match between the noun (doer) and the loose pronoun (*Dhamir Mustatir*) which is marked with هي، هو، for past tenses (*past tense*), and the letter marker ن، ي، ت، أ، for present verbs (*present tense*) (ni'mah, 1928), so the correct writing for the error is نظرت الباحثة، ترغب الباحثة:

Writing *Tarkīb Idāfiy (Noun Compounding)* found 16 errors in the Arabic Language Department Student's theses at Antasari State Islamic University Banjarmasin. The error occurs in 2 forms, namely the addition (ال) to the *Muḍāf* and the addition of *Ya Nisbat* to the *Muḍāf Ilaih*. The explanation is as follows:

4.1.1 Addition of *alif lām ta'rif* (ال) on *Muḍāf*

This error refers to the addition of *alif lām ta'rif* (ال) to *Muḍāf*, thus disguising the understanding of *tarkīb Idāfiy* who seems to be a *tarkīb mausuf*. Whereas *Muḍāf* is formed from *isim (noun)* which is *nakirah*. (Al-Ġhalāyayn, n.d.). As an example:

- a) المنهجية البحث (al-manhajiah al- baḥṭ) means the methodology of discussion
- b) النتيجة الكتابة (al-natījah al-kitābah) means the result of writing
- c) الرئيس المدرسة (al-raīs al-madrasah) means principal

In that sentence, the words المنهجية، النتيجة، الرئيس have the position in the sentence as *Muḍāf* which must come from *isim nakirah* which marked without using *alif lam ta'rif* (ال). According to the applicable rules, the correct words are رئيس، نتيجة، منهجية.

4.1.2 Addition of *ya nisbat* (ي) into *muḍāf ilaih*.

The error of adding *ya nisbat* to *muḍāf ilaih* is found in the example of على خطاب المديرية (ala khitab al-mudiriyyah) meaning on the word mudir (Usop, 2020). *Ya nisbat* is often used for nouns that are not forming the word *ifah* but will be used as an attribute of the previous noun which is often called *Tarkīb Waṣfiy* (Ni'Mah, 1928). Students' understanding in distinguishing *tarkīb waṣfiy* and *tarkīb idāfiy* is often confused and confusing for some students. Actually, for *tarkīb idāfiy* without using the letter *ya nisbat* so the correct *tarkīb* is على خطاب المدير.

Writing *Tarkīb Waṣfiy* found 57 errors in the writing of the Arabic Language Department Student's theses at the State Islamic University of Antasari Banjarmasin. Based on the findings of the researchers in writing the theses of Arabic Language Department students at Antasari State Islamic University Banjarmasin, the writing errors related to *tarkīb waṣfiy* occur in 2 forms, namely the discrepancy between *Ṣifah-Mawṣūf* in *ma'rifah* and *nakirah*, and mismatch between *Ṣifah-Mawṣūf* in *taḍkīr-ta'nīt* (type of word).

4.1.3 There is no compatibility between *Ṣifah-Mawṣūf* in *Ma'rifah* and *Nakirah*.

In this form, 39 errors are found in the discrepancy between *Ṣifah-Mawṣūf* in *ma'rifah* and *nakirah* in theses writing, as in the phrase:

- a) بمهارات اللغوية (bi mahārāt al-lugawīyyah) means with language skills.
- b) لة وسيلة المستخدمة (wasīlah al-mustakhdamah) means the media used.

In the word اللغوية، المستخدمة it is positioned as *man'ūt* (main element) and the word المستخدمة as an attribute element taken from the adjective. As for the provisions of *tarkīb waṣfiy* in the rules of grammatical structure of the Arabic language (*naḥwu*) there must be conformity of form (*ma'rifah-nakirah*) which is often marked with *alif lam ta'rif* (does not apply to *isim alam*) (al-ḡhalāyayn, tt).

therefore, the correct writing for these words is: بالمهارات اللغوية الموسيلة المستخدمة .

4.1.4 There is no match between *Şifah-Mawşūf* in type of word (*taḍkīr-ta'nīṭ*).

The writer found that there were 18 errors in *Tarkīb Waşfiy*'s writing in the theses writing of the Arabic Language Department Student at the State Islamic University of Antasari Banjarmasin. As an example:

- a) مجموعة التجريبي (majmū'ah al-tajrībīy) means practiced sample
- b) اختبار الطبيعية (ikhtibār al-ṭabī'iyah) means direct test

From the two errors mentioned above, we can see that the word مجموعة, اختبار is placed as a *man'ūt* (main element) and the word التجريبي, الطبيعية is placed as an attribute element taken from the *adjective*. The provisions of *tarkīb waşfiy* in the rules of the grammatical structure of the Arabic language (*naḥwu*) are that there must be conformity of the type of word (*taḍkīr-ta'nīṭ*) so that the two words can be arranged into *tarkīb waşfiy*. (ni'mah, 1928) then it should be written with المجموعة التجريبية, الاختبار الطبيعي so that the 2 sentences are arranged into *tarkīb waşfiy*.

The errors of the 4 types of phrases occur repeatedly in the translation of students whose theses is required to use Arabic, this can be seen in chapter 1 (introduction), chapter 3 (research method), chapter 4 (data presentation and data analysis) and chapter (5). The data that is clearly researched by researchers is an error that occurs in chapter 4 (data exposure and data analysis). The following errors in writing Arabic phrases were found according to the table (7):

Table 7: Percentage of Arabic phrase errors in students' theses

Year	Amount of Theses	Phrase Error						Amount of Phrases
		<i>Murakka b Ismiy</i> (Nominal phrase)	<i>Murakka b fi'liy</i> (Verbal phrase)	<i>Tarkīb Idāfiy</i> (Noun Compounding)		<i>Tarkīb Waşfiy</i> (Adjective Phrase)		
				Additio n (J) to <i>Muḍāf</i>	Addition of <i>Ya Nisbat</i> to <i>Mudāf Ilaih</i>	no match <i>Şifah Mawşūf</i> in <i>Ma'rifah Nakirah</i>	no match <i>Şifah Mawşūf in Ta'nīṭ</i>	
2019	40	374	364	251	277	283	261	1810
2020	37	352	355	213	136	254	247	1557
2021	33	324	250	197	124	167	252	1312
Amount percent	110	1050	969	661	537	704	760	4679
		22%	21%	26%		31%	100%	

4.2 Factors of writing errors in Arabic phrases in the student theses of the Arabic language education department at universities Indonesia.

Based on the interview data that the researchers conducted on 10 students holding the theses the Department of Arabic Language Education at the university Indonesia who are currently the object of research. Of the 120 errors that the researchers found almost all of these errors came from two factors, namely the mistake factor and the error factor. Which can be observed in the following table (8):

Table 8: Factors of Error in Writing Arabic Phrases in Theses of Students

No	Mistake factor	Error Factor
1	app translation	respect the grammar of the language
2	the writer is not careful	minimal practice <i>naḥwu</i>
3	minimal linguistic input	minimal study

The accidental factor (*Mistake*) which refers to 3 things, namely: (a) translation from the electronic dictionary without any corrections; (b) Lack of thoroughness of researchers in writing and evaluating their writings before they are collected; (c) lack of linguistic input (*Mudakhalat Lughawīyyah*). While the error factor (*error*) that the researchers found refers to: (a) lack of discipline in the use of correct Arabic grammatical structure rules in speaking for students graduating from Pondok Modern; (b) lack of teaching on the application of *Naḥwu* (Arabic grammatical structure) in writing for students graduating from *Madrasah Aliyah Negeri* (Religious of Senior High School); (c) the lack of desire of students themselves to increase knowledge and insight in writing techniques that are in accordance with the applicable rules of grammatical structure of the Arabic language.

5. Discussion

A phrase is a grammatical unit in the form of a combination of words that fills one of the syntactic functions in a sentence. This Research, Arabic phrase errors in the student's theses in 4 phrases, namely: *murakkab Ismiy* (Nominal phrase) at 22%, *Murakkab fi'liy* (Verbal phrase) at 21%, *Tarkīb Idāfiy* (Noun Compounding) at 26%, *Tarkīb Waṣfiy* (Adjective Phrase) at 22%. *Murakkab ismiy* occurred because the discrepancy of dhamir (pronoun), *Murakkab fi'liy* occurred because of the discrepancy between *fā'il* and *fi'il*, *Tarkīb Idāfiy* occurred because of the addition (J) to *Mudāf* and the addition of Ya Nisbat to *Mudāf Ilaih*, and *Tarkīb Waṣfiy* because there was no match between *sifah-Mawṣūf* in Ma'rifah Nakirah and there is no match between *Sifah-Mawṣūf* and *Taḍkīr-Ta'nīt*. These grammatical and phrasing errors are also caused by the language environment in conversational practice which does not focus on the use of correct grammar. the use of the grammar of the native language or mother tongue is also an influence on the results of student writing, they are used to speaking Arabic using elements of Indonesian so that the grammar is mixed with their mother tongue during Arabic conversation and applied to writing. errors in this grammatical mix-up occur in phonetics (shaut), morphology (sharf), syntax (nahwu) and vocabulary (mufradat), use of conversation that rejects long and short vowels (vowels or harakat) and changes in sentence grammar (tarkib jumlah) and removes some sentence elements (ba'ad jumlah) (Maimunah & Mukhtar, 2021; Najah et al., 2022)

The most popular Arabic phrases with *tarkīb* or *murakab* (construction) with *murakab isnady coverage* and others, Andriani found in his research the types of phrases based on the elements of formation of phrase construction in Arabic there are 25 kinds, namely: *na'at man'ut* phrases, phrases '*athfy*, badly phrases, *zharfy* phrases, *syibhul sums* phrases, *manfy* phrases, *syarthy* phrases, *tanfis* phrases, *tawqitat phrases*, *idhafy* phrases, '*adady* phrases, *nida'iy phrases*, *isyary* phrases, *tawkidy* phrases, *mashshuyzy* phrases, *istiṣna'i* phrases, *bayani* phrases, *nashy* phrases, *ikhtishashy phrases*, *ta'ajuby* phrases, *muqarabat* phrases, *syuru'* phrases, and *raja'* phrases (Andriani, 2018; Muhamad & Mat, 2010). Phrase errors that often occur in the writing of scientific papers by non-foreign-speaking students are *tarkīb idāfiy*, *tarkīb waṣfiy*, *murakkab ismiy*, *murakkab fi'liy*, and *tarkīb adad ma'dud* which relate to the meaning of gender and the specific number (count) in 4 types, namely: (a) core-pewatas (*Tarkīb Waṣfiy*) (b) core-pewatas (*tarkīb adad ma'dud*), (c) core-core (*tarkīb athfy*), and (d) core-apposition (*murakkab isnady* on the part of *murakkab ismiy*, *murakkab fi'liy*) (Supardi et al., 2017). Phrase errors are syntactic errors that are often found in student scientific writing, with a presentation of 19.73% exceeding *nahwu* and *sharf errors* in terms of language elements (Deviana & Wahdah, 2018). Phrase errors were also found in the translation of Arabic into Indonesian and vice versa, in the translation with the translation of the Qur'an, it showed that there were still 5.03% phrase errors (Nababan et al., 2022). This underlies the researchers findings that in writing these students experience many errors in the syntactic elements of the phrase part, namely *tarkīb idāfiy*, *tarkīb waṣfiy*, *murakkab ismiy*, and *murakkab fi'liy* (Barabadi et al., 2020; Supardi et al., 2017). This phrase error becomes a problem in learning Arabic which requires efforts to overcome the problem of learning Arabic. Lecturers, as facilitators, must review students' productivity, including their thesis writing. Arabic learning problems include linguistic and non-linguistic. And efforts to overcome these problems by using a variety of learning, supporting media and appropriate learning strategies or techniques to foster student enthusiasm in improving their writing (Khairunnisa, 2021; Utama et al., 2021)

This study shows that students in writing their final scientific work must have errors in writing either because of the *mistake* factor or the *error factor*. there cause these errors in mistakes factor with minimal linguistic input, inaccurate, and translation from electronic dictionary without correction, cause these error factor by heeding grammatical rules, minimal nahwu practice, and *minimal learning*. However, the use of translation applications such as google translate, grammarly and so on is very helpful for students in doing tests (student exams) (Fauzan, 2017; Miranty & Widiati, 2021). An effort to writing a thesis that is grammatically appropriate, students need to add memorizing vocabulary by always practicing by trying to make complete and good sentence structures. This is an effective way of practicing, as well as students memorizing grammatical structures. So that grammar is easy for students to remember, it is necessary for students to apply the grammar learned through conversation and writing. This is in accordance with the application of other language exercises such as English, Japanese and other foreign languages (Polat et al., 2022; Tan, 2022). writing skill errors have occurred since they studied at school too. These errors occur in the subject of grammar, spelling and semantics include phrasa, cause several factors, namely lack of practice in writing Arabic due to time constraints or not providing time to learn to write, lack of Arabic skills in pronunciation and vocabulary memorization.

The cause of error in writing phrases in their theses writing is the use of translation aid applications without the students' ability in perfect grammatical understanding in Arabic language as foreign language in Indonesia Country. Errors that occur in syntax are the use of composition, lack of grammatical understanding (*nahwu*), interference from the original language (Mother Language) (Maimunah & Mukhtar, 2021; Ngangbam, 2016). This writing error is also based on student translations that are not optimal, this is factored into several causes, namely: (a) the absence of rules; (b) lack of mastery

of Arabic; (c) environment; (d) there is no direct improvement in grammatical (Kurniati et al., 2019). This finding strengthens the researchers' findings that the error factor in these writing is caused by students heeding grammatical rules, minimal nahwu practice, and minimal learning. Mostly in writing errors, students are not aware of their mistakes because it is a translation that is done independently and with the help of a dictionary, and there are complications between the mother tongue and the foreign language they are learning (Atashian & Al-Bahri, 2018), this situation is a must for students to know. Lecturer and study programs also plan the development of students' linguistic and non-linguistic competencies, as well as prepare students to be able to translate well, covering at least four dimensions, namely acceptance, academic writing for translation, revision of teaching, and development of cultural competence (Kojin, 2022; Sayaheen & Darwish, 2020). Lecturer so that students can study more carefully in applying translations for their thesis's writing especially on words and phrases, because in Arabic practice both writing and speaking there is often interference between the mother tongue and the target language (Foreign Language) which causes problems in language. This second language writing error does not only occur in Arabic but also in other foreign languages such as writing English. Their writing is of poor quality when compiling essays and reports, letters and paragraphs, and then theses and even dissertations. Students need practice continuously and pay attention to error correction independently because students already understand grammar in the first. Institutions also need to pay attention to adjusting their abilities, so it is necessary to develop a varied curriculum and teaching methods to increase students' confidence in writing and facilitate them by helping them achieve good grades and good student learning outcomes.

6. Conclusion, Implications and Limitations

Arabic phrase errors that the researchers found in the theses of the Arabic Language Education Department Student in 110 theses at three universities in four phrases, namely: murakkab Ismiy (Nominal phrase) at 22%, Murakkab fi'liy (Verbal phrase) at 21%, Tarkīb Idāfiy (Noun Compounding) at 26%, Tarkīb Waṣfiy (Adjective Phrase) at 22%. Murakkab ismiy occurred because the discrepancy of dhamir (pronoun), Murakkab fi'liy occurred because of the discrepancy between Fa'il and fi'il, Tarkīb Idāfiy occurred because of the Addition (ج) to Muḍāf and the Addition of Ya Nisbat to Muḍāf Ilaih, and Tarkīb Waṣfiy because there is no match between Ṣifah-Mawṣūf in Ma'rifah Nakirah and there is no match between Ṣifah-Mawṣūf and Taḍkīr-Ta'nīṭ (type of word). The factor of the occurrence of Arabic phrase errors in the student's theses of Arabic Language Education Department of three universities at Indonesia was due to two factors, namely the mistake factor and the error factor. the accidental factor (mistakes) was caused by students using application translations, not being careful, and minimal linguistic input. The error factor was caused by students heeding grammatical rules, minimal nahwu practice, and minimal learning. The implication, students should refer to the selection of the right words in writing Arabic theses and avoid copy paste techniques without making improvements and proper understanding of the use of these words in Arabic, and lecturers should direct students to be able to apply the rules of the grammatical structure of the Arabic language in good writing techniques with serious and strict guidance. This discussion is limited to the error of phrases in writing the theses students of Indonesia, of course the ability of the thesis's writing student has a bachelor's degree in the field of Arabic.

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