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Morphological Error Analysis: a Review of the Aspects of Imla and Insya Errors in Writing Arabic Sentence Structures at Muhammadiyah 5 Tangerang Middle School

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Abstrak: Penelitian ini bertujuan untuk mendeskripsikan bentuk-bentuk kesalahan morfologis dalam penulisan insyā' pada pembelajaran kitābah di SMP Muhammadiyah serta menghitung persentase kemunculannya menggunakan pendekatan Analisis Kesalahan. Penelitian menggunakan metode kualitatif deskriptif dengan teknik pengumpulan data berupa dokumentasi hasil tulisan siswa dan wawancara dengan guru mata pelajaran. Proses analisis dilakukan melalui empat tahapan analisis kesalahan, meliputi: identifikasi kesalahan, klasifikasi kesalahan, penjelasan sumber kesalahan, dan perhitungan frekuensi serta persentase kesalahan. Hasil penelitian menunjukkan bahwa terdapat dua jenis kesalahan dominan, yaitu kesalahan harakat dan kesalahan penulisan huruf, masing-masing sebanyak 5 kesalahan dari total 10 kesalahan yang ditemukan. Persentase kesalahan menunjukkan bahwa kesalahan harakat mencapai 50%, sedangkan kesalahan penulisan huruf juga 50%. Temuan ini mengindikasikan bahwa kemampuan siswa dalam menerapkan kaidah dasar morfologi dan ortografi Arab masih rendah, terutama dalam hal ketepatan vokalisasi dan pembentukan huruf. Penelitian ini merekomendasikan penguatan latihan berbasis analisis kesalahan serta pembelajaran remedial terstruktur untuk meningkatkan kemampuan insyā' siswa.

Kata Kunci: Analisis Kesalahan; Morfologi; Insya; Pembelajaran Kitabah; Bahasa Arab SMP

***Abstract**: This study aims to describe the forms of morphological errors in writing insyā' in kitābah learning at Muhammadiyah Junior High School and calculate the percentage of their occurrence using the Error Analysis approach. The study used a descriptive qualitative method with data collection techniques in the form of documentation of students' writing results and interviews with subject teachers. The analysis process was carried out through four stages of error analysis, including: error identification, error classification, explanation of the source of errors, and calculation of the frequency and percentage of errors. The results showed that there were two dominant types of errors, namely harakat errors and letter writing errors, each accounting for 5 errors out of a total of 10 errors found. The percentage of errors showed that harakat errors reached 50%, while letter writing errors also reached 50%. These findings indicate that students' ability to apply the basic rules of Arabic morphology and orthography is still low, especially in terms of the accuracy of vocalization and letter formation. This study recommends strengthening error analysis-based exercises and structured remedial learning to improve students' insyā' skills.*

***Keywords:** Error Analysis; Morphology; Insya, Kitabah Learning; Arabic Language in Junior High School*

INTRODUCTION:

Arabic language learning at the Madrasah Tsanawiyah level still faces various complex and ongoing challenges. These conditions have resulted in learning objectives not

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being fully achieved, especially in the aspect of maharah al-kitābah or writing skills[1] .The difficulties experienced by students in this aspect are generally caused by a learning process that does not systematically examine and correct students' language errors. According to Utami, language errors can be grouped into four types, namely phonological, morphological, syntactic, and semantic errors[2].Therefore, strategic steps are needed to increase the motivation of teachers, musyrifah, and students to learn Arabic, so that the learning process runs more effectively and is able to reduce the level of language errors in Arabic writing[3]

In applied linguistic studies, error analysis is an important approach for identifying weaknesses in students' second language acquisition, including Arabic[4] . Corder emphasizes that language errors are a natural part of the learning process that can provide valuable information about the extent to which students understand the language system being studied. In the context of Arabic language learning, language errors often arise in the areas of morphology, syntax, and semantics because the structure of Arabic has a complex system that is fundamentally different from the learner's native language[5]. Maharah al kitabah requires integrated thinking skills, mastery of language structure, and accurate use of vocabulary[6] . Therefore, morphological errors in writing activities can be an indicator of students' limited understanding of word formation rules (al-sharf) and sentence structure (al nahwu)[7] .Thus, the analysis of morphological errors not only serves to identify the types of errors that arise but also forms the basis for designing more effective and adaptive learning strategies tailored to the needs of Madrasah Tsanawiyah students [8]

Based on the previous theoretical description, it can be concluded that morphological error analysis plays an important role in developing a more effective conceptual framework for learning maharah al kitabah that is oriented towards the needs of students. In the context of Arabic language education research, this analysis aims not only to describe the types of errors that arise, but also to identify the causes, both linguistic and non-linguistic. Linguistic factors include limited understanding of sharf and nahwu rules, while non-linguistic factors can include low motivation to learn, lack of writing practice, and teaching methods that lack variety . By understanding the relationship between morphological errors

[1] Yolanda Selviana, "A p h o r i s m E" 2, no. 1 (2021).

[2] Parhan Parhan and Ghufron Maksum, "Taksonomi Linguistik, Analisis Kesalahan Bahasa Dalam Pembelajaran Insya," *Ta'limi: Journal of Arabic Education and Arabic Studies* 1, no. 2 (2022): 139–49, https://doi.org/10.53038/tlmi.v1i2.39.

[3] R.A Putri Rahmawati and Novita Rahmi, "Analisis Kesalahan Morfologi Dalam Insya," *An Nabighoh: Jurnal Pendidikan Dan Pembelajaran Bahasa Arab* 22, no. 02 (2021): 243, https://doi.org/10.32332/an-nabighoh.v22i02.2311.

[4] Nurul Jadid, "Analisis Kesalahan Berbahasa Dalam Penulisan Insya ' Di Madrasah Tsanawiyah Badridduja" 12, no. 2 (2021).

[5] Pendidikan Bahasa Arab, "Loghat Arabi : Jurnal Bahasa Arab & Pendidikan Bahasa Arab Pembelajaran Keterampilan Menulis (Maharah Al-Kitabah) Dalam Bahasa Arab Loghat Arabi : Jurnal Bahasa Arab & Pendidikan Bahasa Arab" 1, no. 2 (2020): 22–34.

[6] Muhammad Al-kaosari, Muhammad Al-kaosari, and Muhammad Al-kaosari, "AL-AFKAR : Journal for Islamic Studies Analisis Kesalahan Berbahasa Dalam Pembelajaran Bahasa Arab (Kajian Literatur)" 8, no. 2 (2025): 2090–2102, https://doi.org/10.31943/afkarjournal.v8i2.2246.Analysis.

[7] Wahyu, "Analisis Kesalahan Menulis Bahasa Arab Menurut Kaidah Imlāi Pada Siswa Madrasah Aliyah Wahyu Sekolah Tinggi Agama Islam ImamSyafii Cianjur," *Al-Lisān Al-'Arabī: Jurnal Pendidikan Bahasa Arab* 3, no. 2 (2024): 52–68, https://www.academia.edu/5125925/Sejarah_Tulisan_Arab.

[8] U I N Sultan and Maulana Hasanuddin, "Uktub : Journal of Arabic Studies Analisis Kesalahan Linguistik Dalam Buku Ajar ' Ayo Belajar Bahasa Arab ' Kelas V : Tinjauan Morfologis , Sintaksis Dan Semantik" 5, no. 1 (2025): 16–26, https://doi.org/10.18196/mht.v3i1.11352.5.

and the kitabah learning process, educators can develop more adaptive learning models, such as the application of error-based learning or a remedial approach that focuses on morphological form correction[9] . By understanding the relationship between morphological errors and the process of learning to write, teachers can develop more adaptive teaching models, such as applying error-based learning or a remedial approach focused on improving morphological forms.[10]. This framework is expected to lead to innovation in arabic language teaching in middle schools, resulting in a significant and sustainable improvement in students writing skils.

Researchers have applied the insya method as a form of teacher effort to improve students' writing skills. According to Acep Hermawan (2011), the insya method (composition) falls under the category of writing skills that focus on expression, main ideas, concepts, messages, and feelings in written form, rather than focusing solely on the form of letters, words, or sentences. The activity of writing is not just pouring out ideas as a form of expression, but rather organizing ideas systematically and structurally so that the reader can understand the writing. Upon closer examination, we find that writing and composition are closely related because writing, in essence, means combining words into sentences, combining sentences into paragraphs, and arranging paragraphs into a text that focuses on a main topic. Thus, writing or composition is a linguistic skill that reflects students' ability to express ideas and opinions through writing. In general, the Insha method can be understood as an educational approach that focuses on students' activities in composition using the Arabic language[11] sebagai sarana mengekspresikan perasaan, pikiran serta pengalaman pribadi mereka

Many previous studies have shown that analyzing linguistic errors, especially at the morphological level, plays an important role in improving Arabic writing skills[12] . It was found that the morphological errors made by high school students generally occur in verb formation (past tense and present tense) and in the use of plural forms that do not conform to the rules of weight. Zahriya (2022) reported similar findings, stating that a poor understanding of morphological structure is the main reason for the low quality of Arabic writing among students. At the same time, research conducted by Mona (2021) confirmed that linguistic errors are not only the result of a lack of mastery of the rules, but also because the learning process does not pay sufficient attention to error analysis as part of formative asseesment.

Another study conducted by Adiba (2024) shows that applying learning strategies based on error analysis can increase students' linguistic awareness, especially in correcting word form and sentence structure errors. Based on the results of this research, it can be concluded that kaijan on morphological errors not only provides a descriptive understanding of the types of errors that occur, but also offers practical contributions to the development of more effective kitabah learning methods in Madrasah Tsanawiyah.

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[9] Ari Khairurrijal Fahmi, "Analisis Kesalahan Gramatikal Teks Terjemah (Indonesia-Arab) Dalam Pendidikan Bahasa Arab," 2015, 105–16.

[10] Zeiburhanus Saleh et al., "The Analysis of Arabic Learning Error in Students of Madrasah Tsanawiyah" 16 (2024): 4096–4107, https://doi.org/10.35445/alishlah.v16i3.5776.

[11] Andi Febrian and Lahmuddin Lubis, "Peningkatan Maharoh Kitabah Melalui Metode Insya ' Dalam Pembelajaran Bahasa Arab Pada Siswa Kelas VII Di SMPIT Ad-Durroh Medan" 4, no. 3 (n.d.): 964–71.

[12] Hala Mahmoud et al., "Writing and Grammatical Errors among Non-Native Arabic Language Learners Hala Mahmoud Mohammad Al - Adwan * Prof. Ibrahim Ahmad Hussien El-Shara **," 2024.

Based on the results of previous research theories, a framework can be formulated suggesting that students' writing skills are greatly influenced by their understanding of the morphological structure of the Arabic language. Errors in the use of word forms, weight patterns, and morphological changes are key indicators of weak morphological proficiency. Therefore, analyzing morphological errors is a strategic step in identifying the educational difficulties faced by students and forms the basis for improving the learning process[13]. In the context of Arabic language learning in middle schools, the results of this analysis can be used to develop an error-based teaching model that focuses on constructive correction and linguistic reflection [14]

METHOD

This study uses a qualitative approach with a descriptive analytical research design. The qualitative approach was chosen because this study focuses on gaining a deep understanding of a phenomenon rather than measuring variables. The descriptive nature of this approach is used to describe the facts in this field in a systematic, realistic, and accurate manner. Specifically, this study applies error analysis. The aim is to identify, classify, and describe the types of morphological errors made by students in insya sentences in kitabah learning and to analyze the factors believed to be the main causes of these errors[15].

This study was conducted at SMP Muhammadiyah 5 in Tangerang. This location was deliberately chosen because writing and grammar (morphology) are taught intensively at this school. This study involved 20 female students in grade 9.3 at SMP Muhammadiyah. The subject of the study was morphological errors (errors in word form or inflection) found in the students' writing, especially in Arabic composition sentences. To obtain accurate data, the researcher used several data collection techniques, namely: (1) Tests (written exams): This was the main technique, where students were given a tool in the form of an assignment to write several objective sentences. The topics were designed to require the use of different forms of words, such as the correct word order, correct spelling, and correct movements, so that possible morphological errors could be identified. (2) Documentation: The researcher collected documents in the form of students' answer sheets from the written test. In addition, supporting documents such as the teacher's previous lesson plans were used to supplement the research context. (3) Interviews: Semi-structured interviews were conducted with 5-6 students whose writing showed significant errors and with Arabic language teachers. The aim of these interviews was to triangulate the data and explore the factors causing the errors from the perspective of students and teachers. The data analysis technique in this study adopted the error analysis model, whose procedures were modified from Ellis (1994). The data analysis steps were as follows: (1) Collecting data in the form of written test answer sheets for all students. (2) Identifying errors: The researcher examined and identified words or structures in the students' writing that deviated from morphological rules and classified the written errors. (3) Counting repetitions: The

[13] Pembelajaran Bahasa, Arab Prespektif, and Rusydi Ahmad, "Jurnal Keislaman," no. 2 (n.d.): 558–69.

[14] Sultan Abdurrahman and Kepulauan Riau, "Analisis Kesalahan Insya ' Pada Santri Kelas IV Pondok Pesantren Khadimul Ummah Bintan Suja Pondok Pesantren Khadimul Ummah Bintan Adalah Salah Satu Pesantren Di Kabupaten Bintan Kepulauan Riau Yang Menjadikan Bahasa Arab Sebagai Kemahiran Wajib Yang Haru" 05 (2022): 12–25.

[15] Muh Zakki Amrulloh, "Analisis Kesulitan Mahasiswa Dalam Pembelajaran Bahasa Arab Melalui Pendekatan Error Analysis : Studi Pada Keterampilan Menulis" 3, no. 2 (2025): 66–78, https://doi.org/10.61132/hikmah.v2i1.527.1.

researcher counted the repetitions (number of times) for each type of error that was most common or repeatedly committed by students. The researcher then analyzed and described the results of these errors and searched for their causes, then reached a final conclusion about the factors that cause morphological errors in writing learning at the research site.

RESULT AND DISCUSSION:

RESULT:

The results of the analysis of writing errors in the written texts studied revealed several types of morphological errors in Arabic writing lessons at the Muhammadiyah Preparatory School, which still suffers from various morphological errors in the writing of Arabic sentences. These errors include errors in vowels that change the meaning of a word, errors in writing letters, missing words, and errors in language structure. These errors show that students' ability to understand morphological patterns (shraf) and apply them in word and sentence formation is still not ideal. In this section, the research results are analyzed with reference to Arabic morphology theory and the concept of writing acquisition.[16]

Mistakes in diacritics are important because they directly affect the meaning of a word. In Arabic, diacritics not only function as punctuation marks, but also determine the morphological meaning. Here are some examples of mistakes in diacritics:

Tabel 1

Incorrect sentence	The correct sentence
فِي السّاعَةُ	فِي السّاعَةِ
أَمَارِسَ أَنْشِطَةُ الرّ يَا ضِيَّةَ	أَمَارِسًا لانْشِطَةَ الرّ يَا ضِيَّةَ
كُلِّ يَومٍ	كُلَّ يَومٍ
إلى المَدْرَسَةُ	إلى المَدْرَسَةِ
في مَقْصَفُ المَدْرَسَةُ	في مَقْصَفِ المَدْرَسَةِ

The error in the first sentence of Table 1 is due to the student placing the raised vowel (ُ) on the word الساعة (al-sā'ah), even though the word comes after the preposition فِي (fī). In morphology, vowel changes are included in inflection, which changes according to the position of the word in the sentence. Prepositions such as فِي make the following word raised, so it must carry a kasra (ِ). Therefore, the form فِي السّاعَةُ is considered incorrect because it does not follow the change in the word due to the insertion of the preposition. Therefore, the correct form should be فِي السّاعَةِ.

The second sentence is the loss of the alif and lam in the word لانْشِطَةَ and the inaccuracy of the movements of the object. According to morphological theory, the present tense verb has a fixed pattern. In addition, the object of the verb أُمارِسُ must be in the accusative case,

[16] Faiza Fitria et al., "Analisis Kesalahan Berbahasa Pada Aspek Nahwu Dalam Pembelajaran Insya' Oleh Siswa Tingkat Madrasah Tsanawiyah" 23 (2024).

so that لانْشِطَةَ has an opening movement. Therefore, the correct form is أ مَارِسًا لانْشِطَةَ الرِّ يَا ضِيَّة.

The third sentence contains an error in the vowel change in the word كل يوم(every day). This word functions as an adverb of time (ظرف زمان), so according to the rules of inflection, it should be in the manshub form (ً) كل يومbecause it uses the kasra vowel. According to morphological theory, adverbs include words that undergo inflectional changes according to their structure in the sentence. Therefore, the correct form is كل يوم.

The fourth sentence, "إلى المدرسة" (to school), contains an error in the last letter of the word "المدرسة" (school). The preposition "to" requires that the following word be in the genitive case, so the letter must be a kasrah and not a dammah. According to Sharaf's theory of i'rab, every noun following a preposition must change to the genitive case, so the correct sentence is "to the school."

The fifth sentence, فِي مَقْصَفُ المَدْرَسَةُ, is similar to the first sentence in that the student gives the word مَقْصَفُa raised letter even though the word comes after the preposition فِي. In morphology, letter changes are included in inflection, which changes according to the position of the word in the sentence. Prepositions such as make the word genitive, so it must carry a kasrah. Therefore, the form فِي مَقْصَفُis considered incorrect because it does not follow the change in the word due to the introduction of the preposition. Therefore, the correct form is فِي مَقْصَفِ المَدْرَسَةِ.

Tabel 2.1

Incorrect sentence	The correct sentence
فِي وَكْتٍ	فِي وَقْتٍ
فِي تَعَلَّمُ اللُّغة	فِي تَعَلُّمِ اللُّغَاتِ
سِطَّةٌ عَشْرَةَ	سِتَّةٌ عَشْرَةَ
فِي سَحتٌ	فِي االسّاعَةِ
أَذْحَبُ إِلى المَدْرَسَةِ	أَذْهَبُ إِلى المَدْرَسَةِ

The error in the first sentence of Table 2.1 is that the student wrote the word وَكْتٍ when he should have written وَقْتٍ because the word "time" is written with the letter (ق) and not (ك) and because it is preceded by the temporal adverb (في), so it must be followed by a kasra. In morphological theory, the word "وقت" is a lexical form, so changing the letter is considered a morphological error because it changes the meaning and identity of the word.

The second sentence shows the student's mistake in writing the phrase "في تعلُّم اللغات" using the damma, whereas the correct form after the preposition should use the kasra, to become "في تعلُّم اللغات". This error usually occurs because students do not fully understand the morphological rules related to the effect of the preposition on changing the inflection of nouns. In addition, the student also wrote the singular form of the word language incorrectly in a context where the plural form اللغات should have been used. From a morphological point of view, the plural form of the word "language" is "languages," and

when it is in the genitive case, it must be written with a kasrah. Therefore, the correct morphological form is "in learning languages."

The third sentence in Table 2.1 shows a mistake made by one of the students in writing the number سطة, which should be سِتَّةٌ. The mistake lies in writing the letter ت as ط, which makes the word not follow the pattern of numbers in the weight فِعَّةٌ. In Arabic morphology, changing the letters in the root structure invalidates the meaning and form of the word, so the correct word is six.

The fourth sentence in Table 2.1 shows an error made by a student in writing the word سحت, which should be ساعة. This is a morphological error resulting from the choice of the root letter and the loss of meaning. This error has a direct impact on the semantic meaning, resulting in an incomprehensible word. Therefore, the form ساعة shows the importance of mastering Arabic morpheme structures, especially understanding the root of the word, its weight, and its function in meaning formation.

The fifth sentence in Table 2.1 contains an error in the word أَذْحَبُ, which occurred due to the replacement/change of the letter (ه) in the root of the word ذهب to (ح), resulting in a change in the root of the word and its meaning. This error is classified as a letter substitution error (ibdal huruf), which is the replacement of a letter with another letter that has a different pronunciation and characteristics, resulting in a form that has no meaning according to the rules of the Arabic language. In addition, the letter (ذ) in the present tense verb must follow the form أَفْعَلُ, so writing without this weight is considered a morphological errors[17].

DISCUSION:

The results of the analysis of students' writing at SMP Muhammadiyah 5 Tangerang show that writing errors are still prevalent in the writing learning process. Of all the errors found, there were 10 errors, with two main categories of errors appearing in equal proportions, namely vowel errors and letter writing errors, each accounting for 50%. This situation shows that students' ability to understand Arabic grammar, especially morphology, is still insufficient. These errors arise not only from a lack of understanding of grammar and morphology, but also from a poor mastery of basic Arabic writing skills, such as placing vowel marks and recognizing letter forms at the beginning, middle, and end of words.

A. Analysis of movement errors

Movement errors of up to 50% indicate that some students have not yet understood the basic rules for placing movements. Incorrect placement of movements has a direct impact on meaning, as errors in placing the kasra, damma, or fatha can change the function of a word in a sentence structure. This indicates that students still have difficulty connecting phonetic aspects with written form, suggesting a lack of practice in reading and copying texts correctly.

[17] Fitria et al.

B. Analysis of spelling errors

Spelling errors, which also accounted for 50%, indicate that phonetics pose a significant challenge for middle school students. Errors such as incorrect spelling of the letters qaf, ta, and ha, as well as incorrect linking between letters, indicate that students are not yet able to distinguish between letter shapes and positions. For example, the word سطة, which should be سِتَّةٌ, indicates that students are still confused, causing the word to not follow the pattern of numbers in the weight فِعَّةٌ. These errors show that students still need reinforcement in recognizing weight and the most important rules of grammar and honorifics.

Finding a balanced ratio of movement errors and letter writing errors has important implications for the Arabic language learning process. Teachers also need to prioritize learning strategies that focus on systematic writing practice and provide examples of the grammar and honor rules that have been explained. In addition, an error-based teaching approach can be implemented so that students recognize the mistakes they have made. By identifying patterns of errors, teachers can develop more targeted corrective measures to improve students' writing skills in an integrated manner[18]

CONCLUSION:

Based on the results of the analysis of Arabic writing errors among students at Muhammadiyah 5 Junior High School, it can be concluded that the students' Arabic writing skills still need significant improvement. Of the ten types of errors found, there were two main types: vowel errors and letter writing errors, each accounting for 50% of the total. The distribution of these errors was balanced, indicating that students are still weak in the basic aspects of writing (movements) and understanding letter forms.

Most mistakes in the use of diacritical marks result from students' lack of understanding of the relationship between sounds and vowel symbols in the Arabic language. Mistakes in the use of the kasra, fatha, and damma diacritical marks lead to changes in meaning and inaccuracies in the sentence structure of the text[19]. On the other hand, spelling mistakes arise due to students' poor ability to identify the form of letters according to their position in a word, whether at the beginning, middle, or end, as well as difficulty connecting letters and distinguishing between letters that are similar in form[20].

The results of this study confirm that teaching writing at the secondary level requires a more intensive pedagogical approach, particularly guided writing practice. Error analysis

[18] Arina Alfi Aminatuz Zuhriyah, Samsul Mukani, and Lisma Meilia WIJAYANTI, "Analisis Kesalahan Morfologi Arab Pada Lembar Jawaban Siswa Di MA Ma'arif Al Falah Sawoo Ponorogo," *Lingua Franca: Jurnal Bahasa Dan Sastra* 1, no. 1 (2022): 40–52.

[19] Puti Zulharby and Zainal Rafli, "Interferensi Morfologi Bahasa Pertama Terhadap Keterampilan Berbicara Bahasa Arab Morphological Interference of First Languages to Arabic Speaking Skills Pendahuluan Berbicara Merupakan Salah Satu Keterampilan Yang Wajib Dikuasai Bagi Mahasiswa Yang Mempe" 5 (2022): 749–62.

[20] Nandang Hidayat, "Analisis Kesalahan Dan Konstrastif Dalam Pembelajaran Bahasa Arab," *Kutubkhanah: Jurnal Penelitian Sosial Keagamaan* 17, no. 2 (2014): 160–74.

provides a clear picture of the types of errors that students make repeatedly, which can be used as a basis for developing effective teaching strategies.[21].

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