

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

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Abstract

Students' Arabic thesis writing comprises several grammatical errors of different types. This study aimed to find out: (1) errors in writing Arabic phrases on students of the Arabic Language Education Master's Program at universities of Indonesia, and (2) factors that caused these writing errors. This research used a qualitative research design, with the library research approach and Error Analysis techniques. The primary data comprised errors in the application of Arabic phrases from 110 student theses at three universities from 2019 to 2021. The results of this study included: (1) students' Arabic theses writing errors can be classified in four phrases, namely: murakkab ismiy (nominal phrase) of 24 %, murakkab fi'liy (verbal phrase) of 28%, tarkib idāfiy (Combination of Nouns) of 26%, tarkib waṣfiy (adjective phrase) of 22%; (2) two factors caused these errors, namely: (a) language input errors, inaccuracy, and translation from an electronic dictionary without correction; (b) error caused by not heeding grammar rules, not practicing nahwu correctly, and not studying seriously the Arabic grammar. The study recommends that students should revalidate their writings and avoid copy-paste writing techniques, and lecturers should check students' writing according to grammar, especially phrases by reviewing seriously.

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Introduction

A thesis 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 prerequisite in writing their thesis. 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, Rahman, Awaliyah, Wekke, & Hussein, 2020). This influence can have an effect on the grammatical structure of one's language, and one's speaking, listening, reading, and writing skills. This of course must receive serious attention by language learners, teachers, educational institutions, as well as by the compilers of objectives, and framers of curricula, and learning materials (Mughni, 2005).

Writing skills and mastery of the rules of the Arabic grammatical structure are an integral part of the thesis 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 thesis. Some of the obstacles in compiling sentences in a thesis 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 (Saadah, 2016), especially in the rules of Arabic grammatical structure in the formation of phrases or *tarkīb* (*murakkab*) (Hakim, 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 Mufīdah*), 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 clear meaning of each word 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. Hence, to provide accurate data, the researchers conducted literature survey and documentation research on mastery of this *tarkīb* in order to understand the writing errors and the factors causing the errors in student theses writing. This study aimed to benefit the master's degree students in Arabic education at universities as well as the relevant stakeholders, who can take solutions or improvement steps in the future.

It is usual to find errors in the use of a foreign language, which often 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 speak the sound at the end of each word as an indication of the position of the word in the 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 and theses (Side, 1957). It was observed that errors in writing master's theses was 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, 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 studies like Hidayah's (2017) research, entitled "*Tahlīl Akhṭā' An-Nahwiyyah Wa Muhāwalatu ulūlihā Fī Kitābati Al-Buhūts Al-'Ilmiyyah Ladā Ṭalabati siyā Al-Ġarbiyyah bi Jāmi'ati Al-Muslimīn Al-Indiyyah*", which aimed to find solutions to problems faced by students in writing an Arabic thesis at the West Asia Department of the Indonesian Muslim University, Makassar. It was found in this research that various factors caused the errors, namely transfer of experience, intralingual concerns, transfer of expressions from mother tongue to target language, and like. Hidayah's (2017) research 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).

Another study, Khadir Khairunnisa's thesis 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" aimed 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 included 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).

Another study entitled *Common Errors in Writing of EFL Sophomores in a Context of The Mekong Delta* (Nguyen & Nguyen, 2021) listed types of errors which occurred while writing English from the phrase level to the sentence level, among other groups of errors while writing. This study fostered 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. Likewise, Mottaghizadeh and Khanabadi (2020) conducted an error analysis study in order to provide input to improve the quality of teaching and learning Arabic in Arabic language education masters.

The aforesaid clearly suggests that there is a need to identify factors that cause errors in writing theses. Hence, the difference between previous studies and the current research is that our research focuses on phrases (*Tarkīb* or *murakkab*), essentially because there are more disagreements on students' understanding in the use of these phrases in their thesis writing. These phrases include *tarkīb idāfiy*, *tarkīb waṣfiy*, *murakkan ismiy*, and *murakkab fi'liy*. Specifically, the following two research questions were examined in this study: (a) what are the errors in writing mastery of master students in Arabic Language Education at universities of Indonesia in writing their theses? (b) What are the factors that cause errors in writing mastery of *tarkīb* by master students in Arabic Language Education at universities of Indonesia in writing their theses?

Literature Review

Errors in Arabic are referred to as *أخطاء* (*akḥṭā*) and in English it is called "error". The term *أخطاء* (*Akḥṭā'*) or "error" and *أغلط* (*Aḡlāt*) or "mistake" are often interpreted with the same meaning, but they are often distinguished as two terms. Quoting Hidayat's opinion, it is stated that *أخطاء* (*Akḥṭā'*) 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). There are majorly three factors that cause language errors: influence of the mother tongue, internal factors of the target language, and the teaching system. The first factor of the influence of mother tongue can be understood as positive influence (*transfer*), and negative influence (*interference*). The positive influence helps the language learner in learning the second language, while the negative influence always makes the second language learner commit error in applying the grammatical structure rules of the second language. The second internal factor of the target language is 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. The third factor of 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 comprises all factors of the broad teaching system which include teachers, teaching materials, learning facilities, and the learning environment (Purba, 2013; Suryadarma, 2015).

An Arabic phrase is framed as two or more words that form one structural meaning, with either 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 whose meaning can be easily understood (Dimiyati, 2016). The Structural Linguistic School argues that the phrase is one of the topics of discussion in 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 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*. A phrase or *tarkīb* therefore can be defined as a composition of the words that are arranged in such a way that their meaning can be understood, but still cannot be called *kalam*, because it requires other words to become a perfect sentence (*the number of kamilah*) until it becomes a *sentence* that can be understood in its entirety. Phrases in Indonesian and Arabic do have both similarities and differences so that some learners might experience ambiguous understanding, due to different word sounds and ambiguous grammatical structures (Ramdiani, 2014).

Al-Ġhalāyayn describes five types of *tarkīb*, namely *murakkab Isnādy*, *murakkab Idāfiy*, *murakkab Bayāni* (*washfiy*, *Taukiy*, *Badaly*), *murakkan 'atify*, *murakkab Maziy*, *murakkab 'adady* (Al-Ġhalāyayn, n.d.). Meanwhile, Dimiyati also classified *tarkīb* into seven types as per the suitability of the grammatical structure of Arabic and Indonesian, 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 current study limited the concept of *tarkīb* to four types of phrases, namely *murakkab ismiy*, *murakkab fi'liy*, *tarkīb na'tiy* and *tarkīb Idāfiy*, each of which is explained as follows:

- *Murakkab ismiy*

Murakkab ismiy is part of *murakkab isnādy*. *Murakka bismiy* 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 *khobar*. The examples of *murakkab ismiy* are in table 1:

Table 1: examples of *murakkab ismiy*

sentence (number of ismiyyah)	محمدٌ هو جالسٌ
○ transliteration	Muhammad Huwa Jālisun
○ translate	Muhammad (was) Someone (who was) sitting
<i>murakkab ismiy</i>	هو جالسٌ
○ transliteration	Huwa Jālisun
○ translate	Someone (Who was) Sitting

Table (1) presents the terms *khobar* (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 هو جالسٌ the position of *khobar* and *he is murakkab ismiy* which consists of *mubtada* and *khobar*. Later, هو جالسٌ becomes *murakkab ismiy* because it lies in the predicate or *khobar* of the type of sentence (*the number of ismiyyah*) because *the number of ismiyyah* still occupies the position of the predicate sentence, then هو جالسٌ is a phrase (*tarkīb* or *murakkab*).

- *Murakkab fi'liy*

Being a part of *murakkab isnād*, *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 shown in Table 2:

Table 2: examples of *Murakkab fi'liy*

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

Table (2) shows the terms *fi'il* (predicate) and *fa'il* (subject). Referring to the example in the table, 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 محمدٌ 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 – Nominal case contained in these verbs. The word محمدٌ actually هو 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) is يجلس therefore, هو يجلس becomes *murakkab fi'liy* because it is located in the predicate or *khobar* which is a complete sentence type (*number ismiyyah*), and محمدٌ يجلس *fi'il* with its *fa'il* هو still occupying the position of the predicate sentence, then هو يجلس is as a phrase (*tarkīb* or *murakkab*).

- *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 (number of ismiyyah)	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 that in the sentence *Murakkab Idāfiy*, there are two terms as its constituent elements, namely *muḍāf* (noun 1) and *muḍāf ilaih* (noun 2). In this example, the first element is formed from words that are *ifaṭ nakirah* (general) and the second element is formed from words that are *ma'rifat* (special). So,

referring to the example, the words with the *muḍāf* category is: باب فصول while the word that are *muḍāf ilaih* is محمّد. 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), this series of words will bring meaning to specialize as seen in the example in Table 4:

Table 4: examples of *Murakkab Iḍāfiy*

sentence (number of <i>ismiyyah</i>)	مذباب فصول
○ transliteration	haḍa babu al-faṣli
○ translate	this is the classroom door
<i>murakkab iḍāfiy</i>	باب فصول
○ transliteration	babu al-faṣli
○ translate	the classroom door

Table (4) shows that باب فصول becomes *murakkab Iḍāfiy* and is located in the predicate or *khobar* which is a complete sentence type (*number ismiyyah*), and باب فصول *muḍāf* and فصول *muḍāf ilaih*, occupies the position of a predicate sentence, so باب فصول is a phrase (*tarkīb* or *murakkab*) namely *Murakkab Iḍāfiy*. This *Murakkab Iḍāfiy* 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:

بيوت خشب = baitu khutbin = wooden house (house made of wood)
 باب فصول = class door (the class door) باب فصول =
 كتاب الناحي = book of *Nahwu* (book on *nahwu* material) kitāb al-nahwi =

- *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*, *mutanna*, *jama'*), and type of word (*mudzakkar-muannast*) (Al-Ġhalāyayn, n.d.). Examples are seen in Table 5:

Table 5: examples of *Murakkab Washfy*

sentence (number of <i>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 *maušūf* (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 *maušūf* (noun 1) and جميل is *ṣifah* (noun 2). Therefore رجل جميل being *murakkab washfiy* because it is located in the predicate or *khobar* which is a complete sentence type (*ismiyyah number*), and رجل is *maušūf* with جميل is *ṣifah* occupying the position of the predicate, then رجل جميل is a phrase (*tarkīb* or *murakkab*).

Research Methodology

This research is a qualitative descriptive research by using the Error Analysis Study approach (Izzan, 2011). This study describes, evaluates and looks for factors causing difficulties in the application of *nahwu* (Arabic grammatical structure) consisting of *murakkab ismiy*, *murakkab Fi'liy*, *tarkīb iḍāfiy*, and *tarkīb waṣfi* in writing the final project (thesis) of students majoring in Arabic Language Education Department, Indonesia. The qualitative data was sourced from 110 theses which were randomly taken from theses of Arabic Language Department Students at three Universities of Graduate Year 2019-2021 namely Antasari State Islamic University, Muhammadiyah Mataram University, and Maulana Malik Ibrahim Malang State Islamic University of Indonesia.

Interviews and documentation search techniques were used to collect the data. The interview method is often recommended to identify 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).

Findings

This study focused on finding common errors of grammar especially of phrase structures. The data was collected from 110 writing papers or 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.

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

Several forms of Arabic phrase errors were found in the student theses of the Arabic Language Education Department of three universities Indonesia specifically in the chapter four (data presentation and analysis) of theses. These errors are briefly explained in 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 يستخدم (al-kātib tastakhdimu) هذا البحث (ḥadīhi al-baḥṭ): مصدر البيانات هو (maṣādir al-bayānāt: huwa)	الكتاب يستخدم (al-kātibah tastakhdimu) فا البحث (ḥaḍa al-baḥṭ): مصدر البيانات هي (maṣādir al-bayānāt hiya):
b.	<i>Murakkab fi'liy</i>	Incompatibility between <i>Fa'il</i> and <i>fi'il</i>	نظر الباحث (nazara al-bāḥisah) يرغب الباحث (yargabu al-bāḥisah) المنهجية البحث (al-manḥajiah al-bāḥṭ) التي استخدمت (al-natījah al-kitābah)	نظروا الباحث (nazarat al-bāḥisah) ترغب الباحث (targabu al-bāḥisah) منهجية البحث (manḥajiah al-bāḥṭ) التي استخدمت (natījah al-kitābah)
c.	<i>Tarkīb Idāfiy</i>	Addition of <i>al</i> (to) <i>Mudāf</i>	على خطاب المدرس (al-ra'īs al-madrasah) في تلك المحاضرة (fī al-ta'allum wasīlah al-ta'limiyyah)	على خطاب المدرس (ra'īs al-madrasah) في تلك المحاضرة (fī ta'allum al-wasīlah al-ta'limiyyah)
d.	<i>Tarkīb Waṣfiy</i>	Addition of <i>Ya Nisbat</i> to <i>Mudāf Ilaih</i> there is no match between <i>Ṣifah - Mawṣūf</i> in <i>Ma'rifah Nakirah</i> there is no match between <i>Ṣifah - Mawṣūf</i> and <i>Tadkīr-Ta'nūt</i> (word type)	على خطاب المدرس (‘ala khitāb al-mudriyyah) بمهارات اللغوية (bi mahārāt al-lugawiyyah) وسيلة البصيرة (waṣilah al-mustakhdimah) مجرب تجريبي (majmū'ah al-tajrībī) اختبار اللغوية (ikhtibār al-ṭab'iyyah)	على خطاب المدرس (‘ala khitāb al-mudir) بالمهارات اللغوية (bi al-mahārāt al-lugawiyyah) والتي هي من البصيرة (al-waṣilah al-mustakhdimah) المجرب تجريبي (al-majmū'ah al-tajrībī) المتبار اللغوي (al-ikhtibār al-ṭab'i)

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

- الكاتب يستخدم (al-kitabu tastakhdimu) means "The book uses."
- هذا البحث (Hadzihi al-baths) means "This is the discussion."
- مصدر البيانات هو (masadir al-bayanat huwa) means: "The source of the data is."

From the three examples above, in the sentence "الكاتب يستخدم spss" the researchers found a mismatch between the word predecessor (*Mubtada'*) and the word after *Mubtada'*, namely *kabar* from *murakkab fi'liy*. While in the farasa *هذا البحث* the researchers found a discrepancy between the indicating word (*Iṣārāt*) and the noun (designated *isim*) in *Tadkīr and Ta'nūt*, while in the sentence *مصدر 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: *الكاتب يستخدم، هذا البحث، مصدر 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:

- نظر الباحث (nadhara albathisah) means researcher sees
- يرغب الباحث (yargabu albathisah) means researcher likes

From these two examples, it can be seen in the sentences *نظرت لها نظرة* and *ترغب لها نظرة* 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 *هو، هي* for past tenses (*past tense*), and the letter marker *ن، ت، ي* for present verbs (*present tense*) (Ni'Mah, 1928), so the correct writing for the error is: *نظرت لها نظرة وترغب لها نظرة*.

The writing specimen *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 two forms, namely the addition of *ال* (to the *Mudāf* and the addition of *Ya Nisbat* to the *Mudāf Ilaih*. The explanation is as follows:

- *Addition of alif lām ta'rif (ال) on Mudāf*

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

- a) *المدن من حيثها بحث* (al-manhajiah al- baḥṭ) means the methodology of discussion
- b) *النتيجة التي أخرجتها* (al-natijah al-kitābah) means the result of writing
- c) *الرائس من المدرسة* (al-raīs al-madrasah) means principal

In the sentence, the words *المدن من حيثها* have the position in the sentence as *Mudāf* which must come from *isim nakirah* which is marked without using *alif lam ta'rif (ال)*. According to the applicable rules, the correct words are *مدن من حيثها، رائس من المدرسة*.

- *Addition of ya nisbat (ي) into mudāf ilaih.*

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

The writing *Tarkīb Waṣfiy* found 57 errors in the writing of the Arabic Language Department students' theses at the State Islamic University of Antasari Banjarmasin. Based on these findings, the writing errors of *tarkīb waṣfiy* can be classified in two forms, namely the discrepancy between *Ṣifah-Mawṣūf* in *ma'rifah* and *nakirah*, and mismatch between *Ṣifah-Mawṣūf* in *tadkīr-ta'nīt* (type of word).

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

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

- a) *بمهارات اللغوية* (bi mahārāt al-lugawiyyah) means 'with language skills'.
- b) *لوسائل الإعلام المستخدمة* (wasīlah al-mustakhdamah) means 'the media used'.

In the word *العنصر الرئيسي* *man'ūt* (main element) and the word *الغوية* are positioned from the *adjective*. As for the provisions of *tarkīb waṣfiy* in the rules of grammatical structure of the Arabic language (*nahwu*), 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-Ghalāyayn, n.d.). Therefore, the correct writing for these words is: *بالمهارات اللغوية الرئيسية المستخدمة*.

- *There is no match between Ṣifah-Mawṣūf in type of word (tadkīr-ta'nīt).*

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

- a) *مجموعات تجريبية* (majmū'ah al-tajrībīy) means 'practiced sample.'
- b) *تجربة اللطيفية* (tkhtibār al-ṭabī'iyah) means 'direct test.'

From the two errors mentioned above, we can see that the word *المجموعة* is placed as a *man'ūt* (main element) and the word *اللطيفية* is placed as an attribute element taken from the *adjective*. The provisions of *tarkīb waṣfiy* in the rules of the grammatical structure of the Arabic language (*nahwu*) are that there must be conformity of the type of word (*tadkīr-ta'nīt*) so that the two words can be arranged into *tarkīb waṣfiy*. (Ni'Mah, 1928) then it should be written with *المجموعات التجريبية، اللطيفية* so that the two sentences can be arranged into *tarkīb waṣfiy*.

The errors of the four types of phrases occurred repeatedly in the translation of students whose theses were required to use Arabic. This was seen in chapter 1 (introduction), chapter 3 (research method), chapter 4 (data presentation and data analysis) and chapter (5). The data that was clearly researched by researchers occurred only in chapter 4 (data exposure and data analysis). The following errors in writing Arabic phrases were found as presented in Table (7):

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

Year	Number of Theses	Phrase Error						Number of Phrases
		<i>Murakkab Ismiy</i> (Nominal phrase)	<i>Murakkab fi'liy</i> (Verbal phrase)	<i>Tarkīb Idāfiy</i> (Noun Compounding)		<i>Tarkīb Waşfiy</i> (Adjective Phrase)		
				Addition)ل(to <i>Muḍāf</i>	Addition of <i>Ya Nisbat</i> to <i>Muḍāf Ilaih</i>	no match <i>Şifah Mawşūf in Ma'rifah Nakirah</i>	no match <i>Şifah Mawşūf in Ta'nit</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
Total				661	537	704	760	
	110	1050	969	11980000		1464		4679
Percentage		22%	21%	26%		31%		100%

- *Factors of writing errors in Arabic phrases in students' theses of the Arabic language education department at universities Indonesia.*

The interview data was collected from 10 students who were writing theses in the Department of Arabic Language Education at the university in Indonesia. Of the 120 errors that the researchers found, almost all came from two factors, namely the *mistake* factor and the *error* factor, which can be observed in 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>nahwu</i>
3	Minimal linguistic input	Minimal study

The accidental factor (*Mistake*) referred to three things, namely: (a) translation from the electronic dictionary without any corrections; (b) Lack of thoroughness of researchers and not evaluating their writings; (c) lack of *linguistic inputs* (*Mudakhalat Lughawiyah*). The error factor (*error*) referred 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* (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.

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 on errors in Arabic phrase in the student's theses was based on four phrases distributed percentage wise, namely: *murakkab Ismiy* (Nominal phrase) at 24%, *Murakkab fi'liy* (Verbal phrase) at 28%, *Tarkīb Idāfiy* (Noun Compounding) at 26%, and *Tarkīb Waşfiy* (Adjective Phrase) at 22%. The *Murakkab ismiy* occurred because the discrepancy of dhamir (pronoun), *Murakkab fi'liy* occurred because of the discrepancy between *fâ'il* and *fi'il*, *Tarkīb Idāfiy* occurred because of the addition of)ل(to *Muḍāf* and the addition of *Ya Nisbat* to *Muḍāf Ilaih*, and *Tarkīb Waşfiy* occurred because there was no match between *şifah-Mawşūf* in *Ma'rifah Nakirah* and there was no match between *Şifah-Mawşūf* and *Taḍkīr-Ta'nit*.

These grammatical and phrasing errors were also caused by the language environment in conversational practice which did not focus on the use of correct grammar. The use of grammar of the native language or mother tongue was also seen an influence on the results of students' writings, they were used to speaking Arabic using elements of Indonesian so that the grammar was mixed with their mother tongue during Arabic conversation and applied to writing. errors in this grammatical. These errors were a mix-up of phonetics (*shaut*), morphology (*sharf*), syntax (*nahwu*) and vocabulary (*mufradat*). Moreover, their use in conversation rejected long and short vowels (vowels or *harakat*) and changes in sentence grammar (*tarkib jumlah*) and removed some sentence elements (*ba'ad jumlah*) (Maimunah & Mukhtar 2021; Najah, Qomariyah, Wahyuddin, & Deviana, 2022).

The most popular Arabic phrases with *tarkīb* or *murakab* (construction) with *murakab isnady* and others, were found by Andriani (2018) in his research. There were 25 types of phrases based on the elements of formation of phrase construction in Arabic namely: *na'at man'ut* phrases, phrases '*athfy*, badaly 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,

istitsna'i phrases, *bayani* phrases, *naskhy* phrases, *ikhtishashy* phrases, *ta'ajuby* phrases, *muqarabat* phrases, *syuru'* phrases, and *raja' phrases* (Andriani, 2018; Muhamad & Mat, 2010). The phrase errors that often occurred in the writing of scientific papers by non-foreign-speaking students included *tarkb idāfiy*, *tarkīb waṣfiy*, *murakkab ismiy*, *murakkab fi'liy*, and *tarkīb adad ma'dud* which were related 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, Hadi, Poedjosoedarmo, & Suhandano, 2017).

The phrase errors of type syntactic errors, were often found in students' scientific writing, with a presentation of 19.73% exceeding *nahwu* and *sharf errors* in terms of language elements (Deviana & Wahdah, 2018). The 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 (Gunawan, Nababan, Syukri, & Burdah, 2022). This underlies the researchers findings that in writing theses students experience many errors in the syntactic elements of the phrase part, namely *tarkīb idāfiy*, *tarkīb waṣfiy*, *murakkab ismiy*, and *murakkab fi'liy* (Barabadi, Robotjazi, & Bayat, 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. Their efforts to overcome these problems used a variety of learning, supporting media and appropriate learning strategies or techniques to foster students' enthusiasm in improving their writing (Khairunnisa, 2021; Utama, Nasarudin, & Husnan, 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*. These errors were caused in mistakes factor with minimal linguistic input, inaccurate, and translation from electronic dictionary without correction, because these error factor did not heed grammatical rules, and adopted minimal *nahwu* practice, and *minimal learning*. However, the use of translation applications such as Google translate, Grammarly and so on were very helpful for students in doing tests (student exams) (Fauzan, 2017; Miranty & Widiati, 2021).

The writing skill errors occur in most students since they studied at school. These errors occurred in the subject of grammar, spelling and semantics include phrases, because of 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. An effort to writing a thesis that is grammatically appropriate, students need to memorize vocabulary by always trying to make complete and good sentence structures. This is an effective way of practicing even grammatical structures. Memorizing grammatical structures is easy for students, and therefore it is convenient for them 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, Turhan, & Toraman, 2022; Tan, 2022).

The major cause of errors in writing phrases in theses writing was the use of translation aid applications without the students' ability in perfect grammatical understanding in Arabic language of foreign language in Indonesia. The errors that occurred in syntax were the use of composition, lack of grammatical understanding (*nahwu*), and interference from the original language (Mother Language) (Maimunah & Mukhtar 2021; Ngangbam, 2016). This writing error was also based on students' translations that were not optimal. This was due to several causes, namely: (a) absence of rules; (b) lack of mastery of Arabic; (c) environment; (d) no direct improvement in grammatical structures (Kurniati, Marwa, & Desrani, 2019). This finding strengthens the researchers' findings that the error factor in theses writing is caused by students not heeding grammatical rules, minimal *nahwu* practice, and minimal learning.

Moreover, mostly in writing errors, students were not aware of their mistakes because it was a translation done independently, with the help of a dictionary, and there were complications between the mother tongue and the foreign language they were learning (Atashian & Al-Bahri, 2018). This situation was an essential event for students to learn about. The lecturers and administrators of study programs also planned the development of students' linguistic and non-linguistic competencies, as well as prepared 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; Sayahen & Darwish, 2020). Lecturer tried that students should study more carefully in applying translations in their thesis writings, especially on words and phrases, because in Arabic practice both writing and speaking there was often interference between the mother tongue and the target language (foreign language) which causes problems in language.

The second language writing error also did not occur in Arabic but also in other foreign languages such as writing English. Their writing was of poor quality when compiling essays and reports, letters and paragraphs, and then theses and even dissertations. Students needed practice continuously and paid attention to error correction independently because students already understood grammar in theory. Institutions also needed to pay attention to adjusting their abilities, so it was 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.

Conclusion, Implications and Limitations

This study discovered several errors in Arabic phrases in the theses of the Arabic Language Education Department Student. A total of 110 theses from three universities were sampled for this study. The study focused on four phrases, namely: murakkab Ismiy (Nominal phrase) at 24%, Murakkab fi'liy (Verbal phrase) at 28%, Tarkīb Idāfiy (Noun Compounding) at 26%, Tarkīb Waşfiy (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 (J) to Muḍāf and the Addition of Ya Nisbat to Muḍāf Ilaih, and Tarkīb Waşfiy because there was no match between Şifah-Mawşūf in Ma'rifah Nakirah and there was no match between Şifah-Mawşūf and Taḍkīr-Ta'nīṭ (type of word).

The factor of the occurrence of Arabic phrase errors in the student's theses of the 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 of students of Indonesia, of course the ability of the thesis writing student had a bachelor's degree in the field of Arabic.

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