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An Analysis of Morphological Errors in Arabic Writing Skills of Third-Semester Students at Nahdlatul Ulama University Yogyakarta / Analisis Kesalahan Morfologis dalam Keterampilan Menulis Mahasiswa Semester III di Universitas Nahdlatul Ulama Yogyakarta

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Abstract: Mastering Arabic writing skills (*Mahārat al-Kitābah*) requires strong morphological competence because it underlies accurate word formation and meaning. Yet, morphological errors still frequently appear and influence students' writing performance. This study analyzes the types of morphological errors in the Arabic writing of third-semester students at Nahdlatul Ulama University Yogyakarta and identifies the factors causing them. Using a qualitative error-analysis approach, the research draws on students' written assignments as the main data source. The findings show four major error categories: verb conjugation, plural formation, verb-pronoun mismatch, and gender agreement. These errors are mainly caused by limited understanding of *ṣarf*, Indonesian language interference, and insufficient structured writing practice. The results underline the need for teaching strategies that improve accuracy in Arabic writing.

Abstrak: Menguasai keterampilan menulis bahasa Arab (*Mahārat al-Kitābah*) memerlukan kompetensi morfologis yang kuat karena hal ini mendasari pembentukan kata dan makna yang akurat. Namun, kesalahan morfologis masih sering muncul dan mempengaruhi kinerja menulis mahasiswa. Studi ini menganalisis jenis-jenis kesalahan morfologis dalam tulisan bahasa Arab mahasiswa semester tiga di Universitas Nahdlatul Ulama Yogyakarta dan mengidentifikasi faktor-faktor penyebabnya. Menggunakan pendekatan analisis kesalahan kualitatif, penelitian ini mengandalkan tugas tertulis mahasiswa sebagai sumber data utama. Temuan menunjukkan empat kategori kesalahan utama: konjugasi kata kerja, pembentukan jamak, ketidakcocokan kata kerja-kata ganti, dan kesesuaian gender. Kesalahan-kesalahan ini terutama disebabkan oleh pemahaman yang terbatas tentang *ṣarf*, interferensi bahasa Indonesia, dan kurangnya praktik menulis yang terstruktur. Hasilnya menekankan perlunya strategi pengajaran yang meningkatkan akurasi dalam penulisan bahasa Arab.



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Introduction

Morphology is one of the essential components in the study of language, particularly in Arabic linguistics. It plays a crucial role in shaping students' understanding of how words are formed, derived, and applied in meaningful contexts. Known as 'Ilm al Sharf, Arabic morphology investigates root patterns, changes in word structure, and their grammatical and semantic implications. Mastery of morphology supports students' ability to write and speak accurately, which is vital in academic settings. In contrast to phonology or semantics, morphology requires attention to structural transformation within words. Arabic morphology also introduces learners to the logic of derivation, which aids in vocabulary expansion. Without a firm grasp of morphology, students risk producing grammatically flawed language. Thus, this area becomes highly significant in evaluating language proficiency, especially in formal writing like thesis abstracts that demand linguistic precision.

In the context of Arabic education in Indonesia, morphological competence is particularly vital, as Arabic functions as both a religious and academic language. Arabic is widely taught in universities and Islamic institutions, serving as the primary foreign language in many Islamic boarding schools. Despite its importance, many students still face difficulties in producing accurate Arabic expressions, especially when writing formal academic texts. Morphological errors commonly appear in thesis abstracts, where students are expected to summarize their research concisely. Arabic is one of the international languages that holds an important position in the fields of education, religion, and global communication. In various universities across Indonesia, Arabic is taught not only as a means to understand Islamic texts, but also as an academic language that requires proper and accurate language proficiency. The skills of the Arabic language include four major competencies: listening (*al-istimā'*), speaking (*al-kalām*), reading (*al-qirā'ah*), and writing (*al-kitābah*). Among these four skills, writing is considered the most complex because it requires mastery of linguistic aspects, especially grammar and morphology, at a deeper level.¹

Third-semester students at Nahdlatul Ulama University Yogyakarta who take Arabic Language courses demonstrate diverse levels of proficiency in Arabic writing skills. Several courses related to Arabic language offered by the Faculty of Dirasah

¹ M See Mahmud, "Arabic Language Skills in Higher Education: Pedagogical Approaches and Linguistic Challenges" *Journal of Arabic Linguistics and Education*. 7.2 (2019): 112–130.

Islamiyah at Nahdlatul Ulama University Yogyakarta include Nahwu, Sharaf, Istima' and Kalam, Qira'ah and Kitabah, Al-Arabiyyah lil-Akadimiyyah, and Balaghah. These courses are compulsory for all students of the Faculty of Dirasah Islamiyah and are referred to as instrumental courses, which function as essential tools for studying the classical Islamic scholarly heritage (*turath 'ilmiyy*) of the faculty.²

Morphology (*'ilm al-ṣarf*) plays a central role in the formation of words and meanings in the Arabic language. Mastery of morphology enables writers to accurately construct verbs, nouns, and derivative structures in accordance with syntactic and semantic contexts. However, for non-native Arabic learners, the Arabic morphological system often becomes a major source of difficulty due to fundamental differences between the morphological system of their native language and that of Arabic. Errors in applying morphemic patterns, conjugation, and derivative forms lead to structural mistakes that affect meaning clarity and grammatical accuracy in students' writing.³

Third-semester students at Nahdlatul Ulama University Yogyakarta, particularly those enrolled in Arabic Language Learning, demonstrate varied abilities in writing Arabic. Based on preliminary observations of assignments in *mahārat al-kitābah*, various errors are still found in word formation and sentence structure. These errors include inaccuracies in the use of *wazan*, changes in verb forms (*fi'l*), as well as the construction of nouns (*ism*) that do not comply with morphological (*ṣarf*) rules.⁴ This phenomenon indicates linguistic issues that require in-depth analysis in order to identify the sources and types of errors committed by the students. In contrast, the 2013 Curriculum, particularly for Arabic language instruction, emphasizes process-based assessment that evaluates aspects of the students.⁵

Error analysis is an effective approach for identifying and understanding the patterns of errors made by second-language learners. According to Corder, errors constitute an essential part of the language acquisition process, because through these

² Abdul Karim Hasyim and Nabila Rahmatunnisa, "Analysis of Classical Manuscripts (Turāth) in Strengthening the Identity of Modern Islamic Scholarship" *Journal of Studia Islamica Muhammadiyah*. 1.1 (2026): 1–16.

³ Reima Al-Jarf, "Pan Arab linguistic and translation errors and strategies in bilingual linguistic landscapes" *International Journal of Translation and Interpretation Studies*. 5.3 (2025): 17–38.

⁴ Helmi Kamal, "Teaching Arabic today: Challenges, strategies, and opportunities in Islamic higher education" *International Journal of Learning, Teaching and Educational Research*. 24.10 (2025): 644–659.

⁵ Kamarulzaman Abdul Ghani, Ahmad Sabri Noh, and N M Yusoff, "Linguistic features for development of Arabic text readability formula in Malaysia: A preliminary study" *Middle-East Journal of Scientific Research*. 19.3 (2014): 319–331.

errors one can determine the extent to which learners understand the language system being studied. By applying morphological error analysis, researchers can describe the forms of deviations in word formation and the factors that cause them, such as mother-tongue interference, negative transfer, or insufficient practice of morphological structures during the learning process.

Previous studies on Arabic writing among Indonesian learners have generally focused on syntactic errors, spelling problems, or general writing difficulties, while studies specifically examining morphological errors in *Mahārat al-Kitābah* remain limited. In particular, research that analyzes morphological errors among third-semester university students through a focused error analysis framework is still scarce. In addition, the distinction between derivational and inflectional errors has not been sufficiently described in relation to students' actual writing performance. Therefore, this study aims to fill this gap by analyzing the forms and patterns of morphological errors in the Arabic writing of third-semester students at Nahdlatul Ulama University Yogyakarta and by explaining their implications for Arabic writing instruction.

Previous studies in *Loghat Arabi* show that error analysis remains important in Arabic language learning.⁶ Previous findings indicate that students' Arabic errors involve linguistic aspects such as *nahwu*, *sharaf*, semantics, lexicon, sentence formation, and tense use.⁷ Other studies also emphasize that error analysis helps teachers identify students' difficulties and improve teaching materials.⁸ These studies are relevant to the present research, but this study focuses specifically on morphological errors in the Arabic writing of third-semester students at Nahdlatul Ulama University Yogyakarta.

Based on the explanation above, this study is important to conduct in order to identify and analyze the morphological errors made by third-semester students at Nahdlatul Ulama University Yogyakarta. Through this analysis, it is expected that a

⁶ Fikriyah Mahyaddin, Hamzah Hamzah, and Zulaeha Zulaeha, "Tahlil Al-Akhtha'al-Lughawiyah Fi Maharah al-Kitabah Li Thullab Syu'bah al-Lughah al-'Arabiyyah Wa Adabiha/Analysis of Linguistic Errors in the Writing Skill of Students of the Arabic Language and Literature Study Program" *Loghat Arabi: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab*. 5.1 (2024): 209–221.

⁷ M S Zunoomy and M H A Munas, "Common mistakes in creating sentences consisting of a subject and predicate and in translating them to Tamil: A Case Study of Undergraduates of the Department of Arabic Language of South Eastern University of Sri Lanka" *International Journal of Linguistics, Literature and Translation*. 4.12 (2021): 152–157.

⁸ Nur Afiah, "Error Analysis of The Spoken English of The First Semester Students of Arabic Education of IAI DDI Polewali Mandar" *Loghat Arabi: Jurnal Bahasa Arab dan Pendidikan Bahasa Arab*. 1.1 (2020): 37–48.

comprehensive picture can be obtained regarding the dominant types of errors and the underlying factors.⁹ The findings of this study are anticipated to contribute to improving the effectiveness of Arabic language teaching, particularly in the areas of morphology and writing skills (*mahārat al-kitābah*), as well as to serve as a reference for lecturers and curriculum developers in designing more contextual and applicable learning strategies.

Methods

This study uses a qualitative descriptive method with an error analysis approach to analyze morphological errors found in students' Arabic writing. The data were obtained from written assignments produced by third-semester students in the *Mahārat al-Kitābah* course at Nahdlatul Ulama University Yogyakarta. The data were collected through documentation and then analyzed by identifying, classifying, describing, and interpreting the morphological errors found in the students' writing. The analysis focused on forms of derivational and inflectional errors, such as errors in word formation, verb patterns, gender agreement, number agreement, and other morphological structures. The findings were then interpreted to explain the dominant error patterns and their possible causes in Arabic writing learning.

Results and Discussion

This section presents the morphological and syntactic errors in Arabic writing of third semester students at Nahdlatul Ulama University Yogyakarta. The first is morphology, which refers to the process of word formation based on linguistic sound patterns. The second is syntax, which involves the arrangement of words to construct coherent sentences. Therefore, this study classifies grammatical errors into morphological and syntactic categories. Data were collected directly through the Google Drive platform during the midterm examination, capturing students' responses related to various aspects of Arabic writing, including sentence structure and morphological accuracy. The findings from the analysis of morphological errors are summarized in the following table:

⁹ Iyad Issa, "Morphological complexity in Arabic spelling and its implication for cognitive processing" *Journal of Psycholinguistic Research*. 52.1 (2023): 331–357.

Table 1. Summary of Morphological Errors in Verb Formation

No	Wrong Sentence	Analysis	Right Sentence
1	أنا يكتب الواجب	The verb <i>yaktubu</i> does not agree with pronoun <i>ana</i> , since the subject is first person singular, the verb should be in the first -person form (<i>aktubu</i>).	أنا أكتبُ الواجبَ
2	هم ذهبُ إلى المدرسة	The verb <i>dhahabat</i> is the a feminine singular form and does not agree with the verb <i>dhahabat</i> is the a feminine masculine plural subject. The subject <i>hum</i> requires masculine is plural verb form.	هم ذهبوا إلى المدرسة
3	الطالب يدرسون الدرس	The verb “يدرسون” is a masculine plural form and does not match the singular subject <i>al-talib</i> . A singular masculine a verb form is required.	الطالب يدرسُ الدرسَ
4	نحن يذهب إلى المكتبة	The verb <i>yadhhabu</i> is incorrect for the pronoun <i>nahnu</i> . The verb should be conjugated in the first-person plural present tense.	نحن نذهبُ إلى المكتبة
5	المعلم شرحت الدرس	The verb <i>la'ibat</i> is a feminine singular form and does not agree with the masculine plural subject <i>al-awlad</i> .	المعلمُ شرحَ الدرسَ
6	الأولاد لعبتُ في الساحة	The verb <i>dhahabu</i> is masculine plural form and does not a correspond to the first-person singular pronoun <i>ana</i> .	أنا ذهبُ إلى السوق

Table 2. Summary of Morphological Errors Found in Students' Arabic Writing

No	Type of Morphological Error	Total
1	Conjugation Errors	3
2	Gender and Number Agreement Errors	3
3	Number Agreement Errors	1

4	Gender Agreement Errors	1
Total Errors		8

Table 1 and 2 results of the analysis show that the most dominant errors occur in the aspect of verb formation (*fi'l*), particularly in the use of *wazan* (morphemic patterns) that do not follow standard rules. Many students made mistakes in forming appropriate the *fi'l māḍī* and *fi'l muḍāri'*, for example in expressing number agreement, they altered the pattern “أنا أكتب الواجب” into irregular forms such as “أنا يكتب الواجب” without paying attention to the correct corresponding pronoun. These errors indicate a weak understanding of the system of verb conjugation patterns in the Arabic language.¹⁰

In addition, errors were also found in the use of verbs that did not match the intended second-person pronouns (*damir mukhatab*). Several students used verbs that should correspond to plural pronouns but instead use singular forms, resulting in ungrammatical sentence structures. Example “أنا ذهبوا إلى السوق”. The main factor behind these errors is interference from the Indonesian language, where the relationship between subject, predicate, and object is not always determined by the morphological form of the verb.¹¹

The findings indicate that students often make morphological errors, reflecting a limited understanding of morphological rules. attribute these issues to difficulties in recognizing word patterns, Similar trends have been observed in prior studies, which identified negative language transfer and limited practice with morphological rules as key factors. Notably, many non-native Arabic learners struggle with plural taksir patterns and context-specific word modifications.¹²

Table 3. Summary of Morphological Errors in Noun Formation

No	Wrong Sentence	Analysis	Right Sentence
1	درس	The student incorrectly derives a noun from the verb darasa. In a nominal is sentence context, the required	دراسة

¹⁰ Karin C Ryding, *A reference grammar of modern standard Arabic*, vols. (Cambridge university press, 2005).

¹¹ Saddam H M Issa et al., “Investigating the Morphosyntactic Errors of Saudi EFL Students” *Theory and Practice in Language Studies*. 15.3 (2025): 755–762.

¹² Hassane Razkane et al., “The effect of explicit morphological awareness training in English on high-school students’ morphological skills in English, French, and Standard Arabic: a quasi-experimental study” *International Journal of Multilingualism*. (2026): 1–23.

		form is the Masdar, not Another derived noun with a different meaning.	
2	اسم الفاعل بدل المصدر	The student does not yet understand the functional differences between <i>Masdar</i> , <i>Ism al-fa'il</i> , and <i>fi'il</i> , each of which has distinct grammatical and semantic, is functions.	Proper use of noun forms according to sentence function
3	كتابون	The student over generalizes the sound masculine plural (<i>jam 'salim</i>) by adding the suffix “un” without considering the correct broken plural (<i>jam ' taksir</i>).	كتب
4	طالبات	The student applies single morphological the Rule to all plural forms without the considering specific pluralization pattern required.	طالبات
5	معلمون	The student does not consider contextual and lexical patterns that are necessary for determining the appropriate type of plural.	Pattern-based plural form.

Table 4. Summary of Morphological Errors in Noun Formation and Pluralization

No	Type of Morphological Error	Total
1	Noun Derivation Errors	2
2	Pluralization Errors	3
Total Errors		5

Table 3 and 4 above highlights common syntactic errors related to nouns (*isim*) found in students Arabic writing. One of the most frequent errors concerns noun formation, particularly in deriving nouns from the verb root “درس” in such cases, the appropriate noun form should be “دراسة”.¹³ For example, the verb “درس” (to study) should produce the noun “دراسة” (study/learning). This error reflects insufficient

¹³ Ryding, *A reference grammar of modern standard Arabic*.

understanding of the distinctions between *ism al-fi'l* (verbal noun in function), *maṣḍar* (verbal noun), and *ism al-fā'il* (agent noun), all of which play different grammatical and semantic roles.¹⁴

In addition, errors were found in the use of plural forms (*jam' taksīr* and *jam' salīm*).¹⁵ Students tend to add the suffix *-ūn* or *-āt* to all nouns without considering the correct plural pattern. For example, “كتابون” is incorrectly changed to “كتابنا” instead of the correct broken plural “كتب”. This issue arises because many learners overgeneralize a single morphological rule and apply it to all plural forms, ignoring the lexical and pattern-based nature of Arabic pluralization.¹⁶

The primary cause of these errors is the limited mastery of grammatical categories and the complex system of word-formation changes in Arabic. Therefore, instructors need to strengthen the teaching of morphology through a meaning-based approach rather than mere memorization of patterns, enabling students to understand the relationship between word structure and its semantic function.¹⁷ A morphological pedagogy oriented toward contextual usage has been shown to increase accuracy in noun formation among learners of Arabic as a foreign language.¹⁸

Recent studies emphasize the importance of mastering Arabic sentence structure for effective communication. Common morphological challenges include errors in pronoun usage, which may disrupt meaning clarity and cause communicative ambiguity. Furthermore, limited understanding of relationships among words and sentences contributes to structural inaccuracies.¹⁹ To address these issues, scholars recommend adopting interactive and practice-based learning approaches to enhance students' understanding of Arabic and reduce errors in writing.

¹⁴ Asma Ahmed Al-Momani, “The Role Of Stress In Morphological Differentiation In Arabic: Acoustic Evidence And Pedagogical Insights For Second Language Instruction” *Journal of Language and Linguistic Studies*. 21.2 (2025): 13–32.

¹⁵ John A. Haywood and H. M. Nahmad, *A New Arabic Grammar of the Written Language* (London: Lund Humphries, 1993) 84–92.

¹⁶ Hussein Abdul Raof, *Arabic Stylistics: A Coursebook* (London: Routledge, 2018) 210–215.

¹⁷ Rebecca A Hendrix and Robert A Griffin, “Developing enhanced morphological awareness in adolescent learners” *Journal of Adolescent & Adult Literacy*. 61.1 (2017): 55–63.

¹⁸ Svetlana V Nuss, “Morphology acquisition research meets instruction of L2 Russian: A contextualized literature review” *Task-based instruction for teaching Russian as a foreign language*. (2022): 15–35.

Table 5. Summary of Morphological Errors in Word Agreement

No	Wrong Sentence	Analysis	Right Sentence
1	طالبة مجتهد ^ة	An error in agreement (<i>muwafaqah</i>) between the noun and the adjective the adjective mujtahid is in the masculine form resulting in a mismatch with the feminine noun.	طالبة مجتهد ^ة
2	طالبات مجتهدون	A mismatch in the sound a feminine plural (<i>jam' mu'annath salim</i>). The adjective must agree a with the noun in number and gender.	طالبات مجتهدات ^ة
3	الطالبات يكتبن	An error in verb a subject agreement. The subject الطالبات is feminine plural, so the present tense verb should be a يكتبن not يكتبن which is a masculine.	الطالبات يكتبن
4	الطالبات كتبوا الدرس	A mismatch between the past tense is a Verb And the subject. The correct form. be كتبن to agree with the feminine pliral subject.	الطالبات كتبن الدرس

Table 6. Summary of Morphological Errors in Word Agreement

No	Type of Morphological Error	Total
1	Noun-Adjective Agreement Errors	2
2	Verb-Subject Agreement Errors	2
Total Errors		4

Table 5 and 6 include inaccuracies in matching gender (masculine–feminine), number (singular–plural), and grammatical form between words in a sentence. A common example is the mismatch between an adjective (*ṣifah*) and the noun it

¹⁹ Kifah Rakan Alqadi, “The Influence of the Arabic Sentence Structure on the EFL Students’ Writing in Al al-Bayt University: An Analytic Study” *International Journal of Social Science and Education*. 10.1 (2020): 162–167.

describes.²⁰ For instance, students write “*ṭālibatun mujtahidun*” when the correct form should be “*ṭālibatun mujtahidatun*.” These errors reflect insufficient understanding of the rules governing nominal agreement in Arabic.²¹ Another frequent mistake is the failure to adjust the verb form to match the subject in verbal sentences. Many students overlook the requirement that the verb must align with the gender and number of the subject.²² For example, for a feminine plural subject, the verb should take the form “*yaktubna*,” yet students often write “*yaktubūna*.” This illustrates the influence of Indonesian, where grammatical gender agreement does not exist and verb forms do not change according to gender.²³

These *muwāfaqah* errors indicate the need to strengthen grammatical understanding through an integrated approach combining *nahwu* (syntax) and *ṣarf* (morphology). When these components are taught separately, students tend to struggle with applying morphological agreement within syntactic constructions.²⁴ Therefore, Arabic language instruction should adopt an integrated grammar approach that emphasizes the harmony between word forms and their syntactic and semantic functions. Research in Arabic pedagogy shows that integrated instruction significantly improves learners’ mastery of agreement structures.²⁵

This pattern of errors aligns with broader challenges in second-language Arabic writing, which commonly involve morphology, syntax, phonology, and vocabulary.²⁶ Key contributing factors include first-language interference,²⁷ overgeneralization, and

²⁰ Ryding, *A reference grammar of modern standard Arabic* 246–252.

²¹ El Said Badawi, Michael Carter, and Adrian Gully, *Modern written Arabic: A comprehensive grammar*, vols. (Routledge, 2013).

²² Clive Holes, *Modern Arabic: Structures, functions, and varieties* (Georgetown University Press, 2004) 85–90.

²³ Faridah Abdul Malik et al., “EFL Pre-University Students’ Readiness for Learner Autonomy: Does culture matter?” *Senior Editors: Paul Robertson and John Adamson*. (2017): 83.

²⁴ Mohammad T Alhawary, *Modern standard Arabic grammar: A learner’s guide* (John Wiley & Sons, 2011) 301–315.

²⁵ Fera Favirotus Siyam et al., “Accuracy analysis of artificial intelligence in Arabic language translation and grammatical rule mapping” *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab*. 16.2 (2024): 558–576.

²⁶ Aref Abu-Gweder, “The challenges of writing among Arab-Bedouin students between literary Arabic and Hebrew as a second language” *Journal of Namibian Studies: History Politics Culture*. 34 (2023): 769–787.

²⁷ Muna Mohammed Abbas Alkhateeb, “My Mother Tongue Pulls My Leg Arabic Language Interference in the Acquisition of English Language: An Attempt to Know How.” *Journal of Education and Practice*. 7.23 (2016): 96–102.

limited grammatical proficiency.²⁸ Selinker's interlanguage theory explains these issues as part of a transitional linguistic system shaped by negative transfer.²⁹ Corder's error analysis framework categorizes these errors, offering insight into their sources.

Mastering Arabic writing requires proficiency in complex rules of *nahwu* and *sharf*, making it one of the most demanding language skills. Morphological and syntactic errors frequently intersect; for instance, incorrect gender assignment can disrupt sentence structure.³⁰ Addressing such errors necessitates comprehensive grammatical practice. Technology-based learning, such as interactive platforms like Mentimeter, has shown promise in addressing these errors. Real-time feedback from such tools enables instructors to identify patterns and provide targeted corrections,³¹ aligning with Vygotsky's constructivist theory, which emphasizes the importance of interaction and feedback in learning. Integrating technology into learning environments enhances error detection and correction.

Consistent use of Arabic across different contexts reinforces grammatical competence. However, without a solid grasp of foundational grammar, students may continue to struggle with error-prone writing. In this study, the use of Mentimeter facilitated real-time, feedback-driven instruction, enabling rapid error detection and correction.³² Research has shown that quick, specific feedback effectively helps students address mistakes.³³ Interactive platforms are especially valuable for clarifying complex grammatical structures and improving accuracy.

Conclusion

Based on the analysis of Google Form responses completed by third-semester students at Nahdlatul Ulama University Yogyakarta, it can be concluded that

²⁸ Khitam Mohameed Alghazo and Mohamed Khaliefah Alshraideh, "Grammatical Errors Found in English Writing: A Study from Al-Hussein Bin Talal University." *International Education Studies*. 13.9 (2020): 1–9.

²⁹ Mohamad Yusuf Ahmad Hasyim, "The Role of Negative Transfer in the Arabic Language Acquisition of Indonesian Learners" in *International Joint Conference on Arts and Humanities 2024 (IJCAH 2024)*. , vols. (Atlantis Press, 2025), 1102–1112.

³⁰ Norah Almusharraf and Hind Alotaibi, "Gender-based EFL writing error analysis using human and computer-aided approaches" *Educational Measurement: Issues and Practice*. 40.2 (2021): 60–71.

³¹ Halimatus Sadiyah, Mubasyiroh Mubasyiroh, and Wala Binti Fahad Al-Sobait, "Utilizing Mentimeter as a Formative Assessment Medium to Understand Arabic Texts in Higher Education" *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab*. 17.2 (2025): 367–383.

³² Zuhirawati Zuhirawati, "Dynamics of Arabic Language Learning in the Digital Era" *At-Tasyrih: jurnal pendidikan dan hukum Islam*. 11.2 (2025): 122–134.

³³ Abdelhamid M Ahmed, "Feedback in EFL writing: Arab world contexts, issues, and challenges" *Feedback in L2 English Writing in the Arab World: Inside the Black Box*. (2020): 1–31.

morphological errors are still widely found and indicate a weak mastery of Arabic morphological structures. In general, these errors fall into four main categories: errors in verb formation (*fi'l*), errors in noun formation (*isim*), and errors in word agreement (*muwāfaqah*). Among these categories, the most dominant errors are those related to *fi'l* and *muwāfaqah*, demonstrating that students still struggle to apply morphological patterns (*wazan*) and agreement rules correctly in their writing. The contributing factors include interference from the mother tongue (Indonesian), limited understanding of the Arabic morphological system, and instructional methods that remain heavily theory-based and reliant on memorization of patterns.

This study emphasizes the importance of applying an error analysis approach in Arabic language instruction. By identifying the types and sources of errors, instructors can develop more applicable, communicative, and integrated strategies for teaching morphology in connection with writing skills (*mahārat al-kitābah*). Such an approach not only helps students understand *ṣarf* rules more effectively but also improves their ability to produce accurate and meaningful Arabic written texts.

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