



## Dialogical Approach to Improving Arabic Pronunciation

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Received:  
12 January 2023

Revised:  
13 February 2023

Accepted:  
15 March 2023

Published:  
16 April 2023

### Abstract:

Pronunciation plays an important role in the process of learning foreign language because it leads learners to a better understanding of speech and improves their ability to communicate. Many students have difficulties in learning Arabic because it differs from their mother tongue and have made mistakes in different attributes, one of which is the pronunciation of their letters. This research aims to show common errors in the pronunciation of Arabic words, the reasons for those mistakes and how to fix them through dialogue at the Pondok Pesantren Tarim al-Ghonna-Samarang. This research is qualitative descriptive without statistical methods of detecting facts through data collection and description of their nature in order to find specific causes. This research is based on the method of direct observation, and then the interview with teachers and students of the Institute on its Arabic language education activities, in addition to the analysis of the relevant documents. At the end of the research, we concluded that word pronunciation errors are common among the students in daily dialogues, leading to a change of meaning and misunderstanding between the speakers and the listeners. The reasons for these mistakes are that they are not used to uttering some Arabic letters that do not exist in their native language, in addition to their lack of Arabic vocabularies. The conversation activities are very effective in correcting the pronunciation of Arabic words, as we were able to detect the mistakes directly made by the students and then to treat them at each mistake or postponed at the end of the dialogue activity.

**Keywords:** *Fixing, Pronunciation, Arabic Word, Conversation*

### Abstrak:

Pengucapan memainkan peranan penting dalam proses belajar bahasa asing karena membawa peserta didik pada pemahaman yang lebih baik terhadap percakapan dan meningkatkan kemampuan untuk berkomunikasi. Banyak siswa mengalami kesulitan belajar bahasa Arab karena berbeda dari bahasa ibu mereka sehingga membuat kesalahan dalam banyak hal, salah satunya adalah pengucapan huruf-hurufnya. Penelitian ini bertujuan untuk menunjukkan kesalahan umum dalam pengucapan kata-kata Arab, sebab-sebabnya serta cara memperbaikinya melalui aktifitas hiwar di Pondok Pesantren Tarim al-Ghonna-Samarang. Penelitian ini menggunakan pendekatan deskriptif kualitatif tanpa metode statistik untuk menjelaskan fakta secara akurat melalui pengumpulan data dan deskripsi karakteristiknya untuk menemukan penyebabnya secara spesifik. Penelitian ini didasarkan pada pengamatan langsung, wawancara dengan para guru dan siswa pesantren tersebut berkaitan dengan kegiatan pembelajaran bahasa Arab, dan juga telaah terhadap dokumen yang relevan. Pada akhir penelitian, kami menyimpulkan bahwa banyak terjadi kesalahan pengucapan kata di antara siswa dalam percakapan sehari-hari, yang mengarah ke perubahan makna dan kesalahpahaman antara pembicara dan pendengar. Kesalahan ini terjadi karena mereka tidak terbiasa mengucapkan beberapa huruf Arab yang tidak ada dalam bahasa ibu mereka, serta kurangnya bekal kosakata Arab. Aktifitas hiwar sangat efektif dalam memperbaiki pengucapan kata-kata Arab, karena kami dapat mendeteksi kesalahan secara langsung kemudian mengoreksinya pada setiap kesalahan atau ditunda pada akhir kegiatan dialog.

**Kata Kunci:** *Perbaikan Pengucapan Kata Arab, Percakapan*

## INTRODUCTION

Arabic is one of the important subjects in Islamic boarding schools and schools and is a means of understanding the books studied by students in them. In the field of developing Arabic speaking skills, speech plays an important role in the learning process, as it leads students to a better understanding of speaking skills and improves their ability to communicate. Many students face difficulties in learning Arabic, one of the main causes of which is the difference between Arabic and their mother tongue. This causes errors in various aspects, especially in pronunciation. Language and sound are closely related, as sound is a practical aspect of language that is a basic means of communication between individuals. Language consists of a set of sounds, on which vocabulary is built, vocabulary is the vocabulary from which sentences are built, and sentences are from which speech is built. Therefore, sound is the basis of the basis of speech structure, because language is basically represented by speech before the writing process, so learning it should take the first place in language learning. Knowledge of grammar and vocabulary is not enough to pronounce it correctly, and this phenomenon is more represented in those who learn a foreign language, so their pronunciation seems different from the pronunciation of native speakers. This is due to many reasons, including differences in sound output and permissible vowel groupings, and pitch position, intonation, rhythm and pronunciation habits from one language to another. Phonology deals with how to produce the correct sounds or pronunciation of spoken language, and it is achieved by teaching the speaking skills of the language being studied. Therefore, phonology education is of interest in teaching Arabic.

Phonology is a part of grammar that studies sounds and their functions in language. Phonology is divided into many branches that scientists have tried to classify based on the aspect of sound, the input on which it is based, and the approach it follows. Phonology in this classification is divided into two branches called phonology and phenology. For example, Ullmann, a famous researcher in the field of semantics, explains that phonetics is the science that studies speech sounds from their organic and physical side, while phonology is the science that studies the aspect of sound in the language system. Phonetics, which focuses on the study of sounds from the physical and biological side, is considered not part of linguistics, while phonology is included in this discipline. This view is reflected in the way Ullmann evaluates the branches of linguistics, where he gives an independent position to phonology as one of the branches of linguistics, but completely ignores phonetics and does not mention it in the classification.

It seems that the separation between these two branches of sound is a kind of seduction and attraction even - to be observed in the work of some of those who do not say - explicitly distinguish between speech and language. Gleason divides linguistics into two main branches, phenology and grammar, while making phonetics a system of study independent of linguistics, although the latter depends on the research and study of the former as well as other sciences related to language. However, Gleeson also sees

language in a similar way to that of the Swiss scientist De Saussure (1956). Although he does not distinguish between two types of linguistic activity in humans, he sees linguistic structure in a view that includes the duality that linguistic structure has two elements, namely sound and thought, or called verbal expression and content. It is from them that linguistic structure is formed. Because it is closely related to the content element.

When intonation differs in communication, problems can occur for the listener in understanding its meaning. Likewise, speakers need to know what intonation patterns mean in order to interpret speech accurately and how to organize speech. The difference in phonemes between the two languages is one of the reasons that inherits difficulties in learning Arabic, because students are used to speaking Indonesian in everyday life. Learning phonology is very important for beginners. Difficulties in pronunciation occur due to defects in the way sounds are formed when producing words, where some students are embarrassed to speak, and cannot express their thoughts. In addition to Arabic phonemes, which do not have synonyms in Indonesian. This often happens to adjacent letters in pronunciation, which is an important aspect of the Arabic language teaching and learning process.

In Tarim Al-Ghonna Islamic Boarding School, Samarang, Most students do not care about the rules of pronunciation of Arabic vocabulary, so they make mistakes in pronouncing letters, in tone and melody, and they also make mistakes in pronouncing long and short letters. And such mistakes change the meaning of the sentence he wants to express. There are many pronunciation errors in dialogue, such as pronouncing words and their intonation inappropriately in the context that causes misunderstanding between the two parties. This problem usually arises from the fact that foreign language learners find it difficult to pronounce some sounds that are not found in their mother tongue, or they think that the sound of some letters resembles their mother tongue even though it is actually different.

Non-Arabic Arabic teachers must have adequate qualifications to be able to teach Arabic sounds correctly when using the language in the classroom. Thus students will be indirectly motivated and given confidence in proper pronunciation and correction of their mistakes. This study aims to show common mistakes in pronouncing Arabic words, the reasons for these mistakes and how to fix them through dialogue. This study covers the phonetic system in Arabic, and presents some common mistakes students make when they pronounce Arabic vocabulary in dialogue, as well as statements about their causes and solutions to overcome them.

## RESEARCH METHOD

This research was conducted at the Tarim Al-Ghonna Islamic Boarding School - Samarang. The approach is descriptive qualitative without statistical methods to detect facts accurately by collecting data and describing the nature of the phenomenon at the time of the study to find its specific cause. This study relies on direct observation methods at the Islamic Boarding School, then interviews with the Sheikh and several students of the Islamic boarding school about Arabic language teaching activities in it, in addition to access to documents, documents, photos and others. Data are objects related to errors, causes and methods of correcting the pronunciation of students at the Tarim Al-Ghonna Islamic Boarding School through dialogue. Data analysis is inductive, an analysis that relies on the data obtained, and then develops a certain relationship pattern or

becomes a hypothesis. Data obtained from respondents are analyzed through three activities: data reduction, data presentation, and drawing conclusions.

## FINDINGS AND DISCUSSION

### Common Mistakes in Pronunciation of Words

It is no secret to some of our ancient scholars that language is the voice that everyone uses to express their purpose. Language was originally a means of communication between humans, and communication was primarily through speaking and listening before through writing and reading. The correct pronunciation of any language is an important part of everything related to the ability to communicate well, if one does not have a clear and correct pronunciation of the words of the language they are using, others may not understand what you are saying, and the wrong pronunciation can lead to major misunderstandings, so learning the correct pronunciation of the language is one of the most important skills that you should develop because It is the most extensive language.

Saying the right words is important in learning communicative Arabic, and it leads to the truth of the meaning and this will greatly affect the students' speaking skills. Voices in particular are not taught independently, but we find in the curriculum many competencies or standards that expect students to be able to pronounce and distinguish Arabic sounds. The basic ability of the Arabic sound begins with the correct pronunciation letter by letter according to its exit. However, before they can pronounce it well, students must pay attention to correct letters and words and fluency first. This is in line with the child's ability to acquire language when he first hears and then imitate what he hears from his environment. This kind of thing is important because mistakes in the pronunciation of letters in Arabic are serious mistakes because they can change their meaning if the mistakes continue later.

A common mistake that students repeat in pronouncing words during a conversation may be in simple phrases, such as "أحلا وسحلا" instead of "أهلا وسهلا". This is far from the meaning intended by the student, we say: أهلا وسهلا which means welcome, if the letter هـ is pronounced with the sound of the letter ح, then this will change its original meaning. Here are other mistakes that are often made in conversations:

الخطأ	الصواب	الجملة
سراب	شراب	أي شراب تحب؟
أمل	عمل	ما عملك؟
أسبح	أصبح	كيف أصبحت يا أخي؟
نعام	نعم	نعم، أنا طالب هذا المعهد
خاطر	خطر	هذا شيء خطير جدا
فتور	فطور	أتناول الفطور في الصباح
سكرا كسيرا	شكرا كثيرا	شكرا كثيرا

## Causes of Arabic Word Pronunciation Errors

Through direct observation and interviews with teachers and students, we found the reason for the error in the pronunciation of their Arabic words. Zulfkar, one of the institute's students, answered the factors that make it difficult to pronounce Arabic words, and said that my particular difficulty was that I was not used to pronouncing Arabic letters, so I felt lazy and bored in matters related to Arabic. Although I always read the Qur'an, the context I am talking about here is the dialogue in Arabic. I graduated from a public school with a few credits in religious science and Arabic, so this was something new for me as a new student in Arabic. Another student, Fatoni, said that the difficulty in learning Arabic was the difficulty of memorizing vocabulary and sometimes forgetting some vocabulary because it was difficult to pronounce, so I was lazy and bored of using Arabic in my journal. Those are some of the reasons why students' difficulties in learning Arabic are an inhibiting factor in the implementation of dialogue activities at this institution.

In every mistake, there must be something that causes it, we interviewed teachers who accompanied the students in dialogue activities to investigate the reasons for the students' mistakes when they said Arabic words. The teacher replied that the students did not learn Arabic phonemes, which are the smallest sound units in the language and have a role in making a difference in the interpretation of sounds, especially when they are combined with other sounds to form a larger sound unit. Although the difference in sound results in a difference in meaning, when students pronounce the word "نقمة" with the word "نعمة", the difference between the letters "ن" and "ع" is a phonetic difference that leads to a difference in meaning in Arabic.

The above variation of the difference is the subject of phonetic study. It is the science that studies the sounds of language according to its function and role in linguistics. This study will shed light on the difference in sound with the underlying cause. We recommend that teachers in institutes pay more attention to students' pronunciation while they are still studying. Because when a word is wrong, the same mistake will be repeated, and students will get used to it if the teacher does not advise them from the beginning of learning, and they will misunderstand when using words for dialogue or reading the Qur'an. The speaker may want something and the listener misunderstands.

## How to fix it via dialog

The method to correct pronunciation is for students to take into account from the outset that sound pronunciation is necessary, and that incorrect pronunciation will lead to the mispronunciation of meaning. Training in linguistic sound pronunciation needs to know the way out of these sounds such as Taa (طاء), Zaa (ظاء), Daad (ضاد), Al-Ain (عين), Al-Qaf (قاف), Al-Aha (حاء) and Al-Saad (صاد). Here we must develop a series of exercises so that the student first listens to the sound, compares it to the sound that is close to it, and then tries to pronounce it by knowing where the sound comes from. At first, the pronunciation of هاء the voice may occur instead of حاء, and then with continuous training, students can learn this, because if we leave the language mistakes from the beginning, it will be like a stone in the future. This is called linguistic hardening so

that speakers tend to maintain their productive performance from the first language regardless of the learner's age or the amount of instruction they receive in the second language. This means that if the error is not fixed at the beginning, you will not be able to fix and fix it in the future or at least there will be great difficulties. It is recommended that the correct production of the target language form be emphasized in the teaching of the second language, at least in the early stages. It turns out that correcting pronunciation is certainly very important in Arabic conversations.

Correcting pronunciation errors focuses on the correct pronunciation of Arabic words and how to pronounce letters from the correct exit. Dialogue has been and continues to be the oldest, easiest and fastest means of communication between people since the first beginning of humanity. This is conclusive evidence of the importance of dialogue and the importance of mastering etiquette and skills because it was and still is the first step to finding a solution to a problem or an answer to a question that may be swirling in the mind of one of the parties to the dialogue. Dialogue can be defined as a discussion through direct speech between two people or a group of people in a calm and organized manner about a particular topic or idea. The quality of mastery of dialogue skills is the first step of a successful dialogue ladder, as it reflects the extent of the interlocutor's confidence in himself or herself and his abilities and potential. In addition to mastering speaking skills, each interlocutor must be careful to pronounce his words correctly, because this has an effect in communicating the meaning of the sentence to the other party.

From direct observation in conversational activities can predict how skilled each student is in Arabic, so that some students who need more help in learning to pronounce Arabic words can be found, and we select some of these students in different groups and separate them from the skilled students, to ensure mistakes made by the students. We found errors in the pronunciation of words and sentences from students during dialogue, which mostly occurred at the exit of letters and short lengths and reverses, so we corrected their pronunciation in two ways through dialogue. One of them is direct correction by repeating what the teacher said while looking at his mouth movements in saying the right words. The second is correction by writing, so that the teacher writes down the words that the student must correct and dictates them, then instructs the student to imitate the teacher's voice and mouth movements, and then the student writes them down in a notebook so that it is easier for them to remember them orally and in writing.

In these two ways, students become more familiar with the rules and ways of pronouncing difficult letters and begin to get used to the correct pronunciation. This shows that conversation is very effective in improving the pronunciation of Arabic words, as it allows us to directly detect errors and correct them quickly. The students then immediately put it into practice in their conversations. In addition, learning aspects of speaking skills is also through listening and speech exercises. If students are still speaking their native language sounds, teachers should make sure to practice pronunciation and listening to the actual Arabic sound continuously and focus on the student's mistakes, so that students can listen to Arabic correctly with the rules of pronouncing Arabic words correctly.

Teachers should always be ready to provide feedback on pronunciation



that leads to the absence of incorrect message delivery to the listener, and teachers here play the role of listeners by directing student training, and dialogue is often the most difficult skill to master for anyone learning a new language. The institute implements dialogue to train students in improving speaking skills and familiarizing them with Arabic, by dividing students into two groups, the first group represents senior students as they study at the university level, and the group band consists of young students at the secondary school level, and then in this activity students practice Arabic dialogue through the book "Modern Dialogue" by Hasan bin Ahmad Baharon .

Atmaja, a high school student, said that this activity was to create an Arab environment among the students of the institute, making it a routine activity that should be carried out every Monday, Tuesday, Wednesday and Friday. Another student named Maulana Ahsan said that he gave a dialogue topic, so every student had to memorize the vocabulary and understand the dialogue in the dialogue book and pronounce their vocabulary on a particular topic. To make it easier for us to remember these items, we stick writing on all the items around us, such as plates, cabinets, bookshelves, etc. Brianta said that as a teacher who accompanies and trains students with these activities by organizing daily routines to increase students' knowledge of Arabic, such as providing vocabulary and others.

Habib Jaafar Siddiq bin Alawi Al-Munawwar, director of the institute, explained: "We held this activity so that students get used to applying Arabic and using it in their diaries, so that they can speak with native Arabic speakers fluently, because sometimes we have guests from Arab countries. This is part of my ambition to introduce and develop the Arabic language among students and encourage them to have high aspirations in the pursuit of religious sciences, and make it easier for them to study religious sciences, which will be implemented in the future.

## CONCLUSION

Word pronunciation errors are common for Islamic boarding school students in daily conversations, leading to changes in meaning and misunderstandings between speakers and listeners. The reason for this mistake is that they are not used to pronouncing some Arabic letters that are not found in their native language, in addition to their lack of mastery in Arabic vocabulary. This dialogue is very effective in improving the pronunciation of Arabic words, since it allows us to find mistakes made by students directly and then correct them as soon as each mistake occurs or delay at the end of the dialogue activity.

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