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Analysis of Vowel Sounds Errors in Arabic Conversation Modern Islamic Boarding School Muhammadiyah Daarul Khoir Gunungkidul Students

Abstract

This study aims to determine the form of errors in the vowel sounds of Arabic words in the Arabic conversation of students at the Modern Muhammadiyah Islamic Boarding School Daarul Khoir Gunungkidul and to determine the factors that cause the occurrence of vowel errors. This research is a descriptive qualitative research. Data obtained by observing and interviewing students. The results of this study are four vowel errors, namely the change in vowel a to u. There is also a change in the vowel sound i to e. In addition, there were also errors in long vowel sounds which were pronounced short, even so short vowel sounds were pronounced long. The factors causing the error were that some students had not mastered Arabic rules correctly, made pronunciation easier, efficiency in pronunciation and the lack of students listening to Arabic words and sentences.

Keywords: *Vocal Sounds, Arabic Conversation, Daarul Khoir*

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INTRODUCTION

The four Arabic language skills are *al-istima'*, *al-kalam*, *al-qiraah*, and *al-kitabah*. (Haniefa 2022), are abilities that must be learned in learning Arabic. *Maharah al-kalam* or the ability to speak in a boarding school environment is usually learned and practiced inside and outside the classroom. Islamic boarding schools are an effective place to create an actual environment for the process of learning Arabic (Wahyudi et al. 2022).

Maharah al-kalam is related to *ashwat* Science which is a branch of linguistics. The science of *ashwat* studies related to linguistic sounds, namely the nature of the output of a sound, the way it is pronounced and the difference between one sound and another due to its different nature (Sholihin 2020a). One of the discussions in *Ashwat* Science is vocals. One of the materials related to vocals is vowel sounds. The discussion of Arabic vowel material includes various vowel sounds in Arabic, diphthongal vowel sounds, and vowel functions in a language (Marlina 2019).

Modern Muhammadiyah Islamic Boarding School Daarul Khoir Gunungkidul in its efforts to improve the ability to speak Arabic organizes a language day program. Language day is a program held to improve Arabic language skills, especially the ability to speak or *maharah al-kalam*. The language day program is a mandatory program that must be followed by all pesantren residents, except employees and teachers of general subjects.

In implementing the language day program at Daarul Khoir, several problems were found, one of which was errors in the pronunciation of words and sentences. There are mistakes in pronouncing words and sentences in the form of mistakes in *nahwu* rules, *sharf*, pronunciation of letters, vowel sounds and so on. In this study, the discussion will only focus on vowel sound errors.

From the background above, the formulation of the problem in this study is first, what form of error in the vowel sound of the students of the Daarul Khoir Gunungkidul Modern Muhammadiyah Islamic Boarding School? Second, what are the factors that cause errors in the vowel sound of students at the Modern Muhammadiyah Islamic Boarding School Daarul Khoir Gunungkidul?

Theoretical Basis

Vowel Sound

Ibnu Jini argues that *hijaiyah* letters or Arabic letters can move or pronounce because of vowel sounds, so vowel sounds are also called *al-harakat* (Marlina 2019). Arabs do not start words with the vowel breadfruit, so a vowel or vowel sound is needed (Mohamad Isa et al. 2020). The sound of the letter ت cannot be pronounced without a vowel in it. But if the letter ت contains one of the vowels, then the letter can move or be pronounced ta, ti, or tu.

A vowel sound is a sound produced from the vibration of the vocal cords without any narrowing of the vocal tract above the glottis (Amrulloh 2016). So the airflow from this vowel sound is smooth without any obstructions. Meanwhile, according to Muhammad, vowel sounds are clear sounds, when pronounced the air comes out continuously from the upper esophagus and mouth, without any obstacles in the vocal organs that enter the upper esophagus and mouth (Marlina 2019).

In Arabic, there are three main vowel sounds, namely *fathah*, *kasrah*, and *dhomah*. The vowel sound of *fathah* is pronounced like the sound of the letter a in Indonesian. The vowel sound of *kasrah* is pronounced like the sound of the letter i. Meanwhile, the vowel sound *dhomah* is pronounced like the sound of the letter u. In Arabic, there are short and long vowel sounds. The difference between short and long vowel sounds occurs in written and spoken language.

Long vowel sounds in Arabic are written with the addition of an *alif* after the vowel *fathah* for long vowel sounds a. Adding the letter *ya* with *sukun* punctuation after the *kasrah* vowel for the long vowel i. While the long vowel sound u uses the letter *wawu* with *sukun* punctuation after the vowel *dhomah*.

Long and short vowel sounds are important in Arabic. Pronunciation and writing of long and short vowels can change the meaning of the word that is pronounced or written. In addition to common mistakes such as mismatched *makhraj* letters (Sholihin 2020b), mistakes in vowel sounds will also change the meaning of words. It is important to be able to pronounce vowel sounds correctly, according to the correct pronunciation of the word and the intended vowel sound.

METHOD

This study uses a qualitative method. The qualitative method is research that does not use numbers (Rifai 2019). The data generated from the qualitative method is more concerned with the interpretation of the data found in the field (Sugiyono 2017). Data collection technique in this study was carried out by means of unstructured interviews with several students and observations of language day activities at the Modern Muhammadiyah Islamic Boarding School Daarul Khoir Gunungkidul.

In this study, researchers were present and interacted directly with the students. Researchers live together with the students, so that in conducting interviews and observations can be maximized. In implementing the language day program, researchers are also directly involved. This makes it easier for researchers to deepen information from respondents (Sugiyono 2017).

In order to obtain more complete, sharp data and know the meaning of each behavior in language day activities, the researcher conducted participatory observation. According to Sugiyono (2017), participating observation is when the researcher is directly involved in the daily activities of the research object. Observations were made by paying attention to the vowel errors made by the students when carrying out the language day program.

The next activity after the data is obtained from interviews and observations is data analysis. Quoting the words of Miles and Huberman, there are three stages of qualitative data analysis. The three stages are data reduction, data presentation, and conclusions (Pratama 2022).

Rudiction of data is done by recording the findings of vowel errors made by students during the language day program. Presentation of data in this study was in the form of text that narrated the findings of vowel errors, grouping errors, and causes of vowel errors in the implementation of the language day program.

RESULTS AND DISCUSSION

Language day activities at the Modern Muhammadiyah Islamic Boarding School Daarul Khoir are routine activities. This program was held to improve students' ability to speak Arabic which is an expression of language (Ahmad 1979). From the results of the interviews and observations made there were several errors in the vocal sounds of the students during the language day activities. The errors were described in table 1.

1. The vowel sound a (*fathah*) is pronounced the vowel u (*dhammah*)

Table 1. The vowel sound a (*fathah*) is pronounced the vowel u (*dhammah*)

Vocal Sounds Error	Correct Vowel Sounds
أَنَا آخُذُ الرُّزَّ فِيْ الْمَطْبَخِ.	أَنَا آخُذُ الرُّزَّ فِيْ الْمَطْبَخِ.
Ana aakhudzur ruzzu fil mathbakhi.	*Ana aakhudzur ruzzu fil mathbakhi.*
أَنَا أَشْتَرِيْ الْقَلَمُ هُنَاكَ.	أَنَا أَشْتَرِيْ الْقَلَمَ هُنَاكَ.
Ana asytaril qolamu hunaaka.	*Ana asytaril qolama hunaaka.*

The error above occurs in the pronunciation of the object (*maf'ul bih*) in sentences spoken by students. This error was pronounced when the researcher asked questions during the language day.

2. The vowel sound i (*kasrah*) is pronounced the vowel sound e.

Table 2. The vowel sound i (*kasrah*) is pronounced the vowel sound e

Vocal Sounds Error	Correct Vowel Sounds
دَارُ الْخَيْرِ	دَارُ الْخَيْرِ
*Daarul kho**e**r*	*Daarul kho**i**r*
إِلَى الْمَسْجِدِ	إِلَى الْمَسْجِدِ
*Ilal masj**e**d.*	*Ilal masj**i**d*
السَّلَامُ عَلَيْكُمْ	السَّلَامُ عَلَيْكُمْ
*Assalaamu 'ala**e**kum*	*Assalaamu 'ala**i**kum*

This error is pronounced by students when talking with friends and when meeting with their teacher.

3. Short vowel sounds are pronounced long.

Table 3. Short vowel sounds are pronounced long

Vocal Sounds Error	Correct Vowel Sounds
نَعَامْ	نَعَمْ
Na'**aa**m	Na'**a**m
قَلَامٌ	قَلَمٌ
Qol**aa**mun	Qol**a**mun
يَذْهَبُ إِلَى الْمَسْجِيْدِ.	يَذْهَبُ إِلَى الْمَسْجِدِ.
Yadzhabu ilal masj**ii**d.	Yadzhabu ilal masj**i**d.

This error was made when answering questions from researchers.

4. Long vowel sounds are pronounced short.

Table 4. Short vowel sounds are pronounced long

Vocal Sounds Error	Correct Vowel Sounds
السَّلَمُ عَلَيْكُمْ	السَّلَامُ عَلَيْكُمْ
Assal**a**mu 'alaikum	Assal**aa**mu 'alaikum
نَعَمْ أُسْتَذُ	نَعَمْ أُسْتَاذُ
Na'am ust**a**z	Na'am ust**aa**z
أَحْتَجُ	أَحْتَاجُ
Aht**a**ju	Aht**aa**ju
أَنْتَ تُرُدُ	أَنْتَ تُرِيْدُ
Anta turiidu	Anta turiidu

Errors are pronounced when talking to friends, teacher, and researchers.

The four vowel sound errors in this language day activity are influenced by several factors. The first factor is because the speaker does not know the rules of

Arabic correctly. Some mistakes were pronounced by seventh grade students, who are at the lowest grade level. Second, it makes pronunciation easier. The students at the Daarul Khoir Islamic Boarding School are non-Arabs (Javanese) who have some difficulties in pronouncing vowel sounds in Arabic. For example the vowel sound i in the word *khoir*, it will be easier if you use the vowel e. So the sound of the word *khoer* is easier to pronounce than *khoir*.

The third factor is efficiency in pronunciation. Long vowel sounds are considered inefficient and are simply pronounced with short speech sounds. This is done because the reciter and listener already understand each other's meaning of the word, even though they ignore the long and short vowel sounds. The fourth factor is the lack of students listening to the correct Arabic words or sentences. The more students listen to Arabic words or sentences, the better their ability to speak Arabic will be.

Discussion

This research was conducted to determine the form of vowel errors made by Daarul Khoir Islamic Boarding School students on language day activities. In addition to knowing the form of vowel errors, this research was also conducted to find out what factors influence these errors.

The researcher found that there were four vowel errors made by the students. Error in the form of changing the vowel a to u. Also found an error with changing the vowel sound i to e. There are also two errors in terms of short and long vowel sounds. Some students pronounce short vowel sounds with long vowel sounds. Likewise, with some long vowel sounds, instead they are pronounced with short vowel sounds.

These four errors occurred because there were students from seventh grade who did not fully understand the rules of Arabic grammar. In addition, some students who make vowel errors reasoned to facilitate pronunciation, efficiency, and the lack of students listening to Arabic words or sentences. Of course this is not justified because every language has its own language rules, including Arabic. Arabic reciters or speakers may not deviate from the proper rules of the Arabic language (Wahyuningsih and Kaharuddin 2019).

CONCLUSIONS AND RECOMMENDATIONS

This research was conducted to find out the forms of vowel errors and their causative factors in Arabic conversation during the language day activities of Pondok Daarul Khoir students. Four vowel errors were found, namely the change in vowel a to u. There is also a change in the vowel sound i to e. In addition, there were also errors in long vowel sounds which were pronounced short, even so short vowel sounds were pronounced long. The factors causing the error were that some students had not mastered Arabic rules correctly, made pronunciation easier, efficiency in pronunciation and the lack of students listening to Arabic words and sentences.

This study focuses on vowel sound errors in language day activities. Errors in Arabic are very likely to occur in Indonesian educational institutions. This happens because there are indeed differences between Indonesian and Arabic. Of course this research can be developed into other discussions such as tone of voice, tone and intonation, pauses and other discussions about errors in Arabic practice that may occur.

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