



An Error Analysis of *Imla'iyah* in Arabic Speech Text Writing: A Case Study from an Inter-School Competition

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Abstract:

Errors in writing speech texts reflect a lack of understanding of IMLA rules and can affect the quality of the delivered speech. This study aims to describe the types of *imla'iyah* errors and evaluate their occurrence in the writing of Arabic speech texts at PORSENI (Sports and Arts Week) at KKMT 01 Gresik in 2025. This research employs a qualitative method with an analytical study type through the *imla'* approach. Documentation was used as the data collection method, with 31 speech texts obtained from Google Drive serving as the primary data source. The data analysis technique follows Corder's theory, which includes collecting error data, identifying and classifying errors, and explaining and evaluating them. The results of this study are: (1) errors in writing *hamzah washal* and *qatha'* occurred 32 times (52%), errors in the addition of the letter "al" were found 15 times (24%), errors in writing *mad* occurred 6 times (9%), errors in adding and omitting letters were found 5 times (8%), letter substitution errors occurred once (2%), and letter connection errors occurred 3 times (5%). (2) The suggested evaluation includes improving understanding of *imla'* rules, increasing practice in writing and spelling words correctly, comprehending and applying *mad* writing rules properly, and enhancing typing skills.

Key Words: *Imla'iyah* Errors, Arabic Speech Texts, *Imla'* Rule

Abstrak:

Kesalahan dalam menulis teks pidato mencerminkan kurangnya pemahaman terhadap kaidah *imla'* dan berpotensi mempengaruhi kualitas pidato yang disampaikan. Penelitian ini bertujuan untuk mendeskripsikan jenis-jenis kesalahan *imla'iyah* beserta evaluasinya pada penulisan teks pidato bahasa Arab PORSENI se-KKMTs 01 Gresik tahun 2025. Penelitian ini menggunakan metode kualitatif jenis studi analisis melalui pendekatan kaidah *imla'*. Dokumentasi digunakan sebagai teknik pengumpulan data, pengumpulan teks pidato di Google Drive berjumlah 31 teks digunakan sebagai data primer. Teknik analisis data menggunakan teori Corder meliputi: pengumpulan data kesalahan, mengidentifikasi dan mengklasifikasi kesalahan, kemudian menjelaskan dan mengevaluasi kesalahan. Hasil penelitian ini

adalah (1) kesalahan penulisan *hamzah washal* dan *qatha'* sebanyak 32 kali kesalahan (52%), Kesalahan pada penulisan tambahan huruf "al" terhitung terdapat 15 kali kesalahan (24%), Kesalahan penulisan *mad* terdapat 6 kali kesalahan (9%), Kesalahan penambahan dan pengurangan huruf ditemukan sebanyak 5 kali kesalahan (8%), Kesalahan penukaran huruf terdapat 1 kali kesalahan (2%), dan Kesalahan penyambungan huruf terdapat 3 kali kesalahan (5%). (2) evaluasi yang disarankan meliputi meningkatkan pemahaman tentang kaidah *imla'*, meningkatkan latihan menulis dan mengeja kata dengan tepat, memahami dan menerapkan aturan penulisan *mad* dengan benar, meningkatkan penguasaan keterampilan mengetik.

Kata Kunci: kesalahan *imla'iyyah*, Teks pidato bahasa Arab, Kaidah *imla'*

INTRODUCTION

Arabic is widely recognized as a language with a highly complex orthographic system (*imla'*), which plays a fundamental role in ensuring clarity, precision, and semantic accuracy in written communication. Unlike many alphabetic languages, Arabic spelling requires mastery of continuous letter forms, the placement of hamzah, vowel lengthening (*mad*), and strict rules governing letter connection and separation (Simbolon, N., & Simamora, S. 2015). These orthographic features are not merely technical; they directly affect meaning and comprehension. Empirical studies demonstrate that inaccuracies in spelling can distort interpretation and weaken communicative effectiveness, particularly in formal and public discourse (Saiegh-Haddad & Everatt, 2019; Taha, 2020). In educational and competitive contexts, orthographic accuracy becomes even more critical, as written texts serve as authoritative references for oral delivery. Therefore, examining *imla'iyyah* accuracy is socially significant, as it contributes to improving Arabic literacy, maintaining linguistic integrity, and strengthening the quality of language education in non-Arabic-speaking societies such as Indonesia (Al Haqiqy et al., 2024).

Despite the importance of orthographic accuracy, Arabic language learners and educators in non-native contexts continue to face persistent difficulties in mastering *imla'* rules. In Indonesia, Arabic is taught extensively in *madrasahs*, with an emphasis on four core skills: listening, speaking, reading, and writing. However, writing skills particularly *imla'* often receive less systematic attention than oral proficiency (Insaniyah & Nur Kumala, 2022). Research indicates that inadequate instructional focus, limited corrective feedback, and minimal exposure to authentic writing practices contribute to recurring *imla'iyyah* errors (Alrabadi, 2021). These problems are compounded by assessment practices that prioritize fluency over textual accuracy, especially in performance-based activities. Consequently, spelling errors become habitual and are reproduced in formal contexts such as competitions and public speeches. This situation reflects not only individual learner difficulties but also structural challenges in Arabic language pedagogy, highlighting the need for focused research on *imla'* accuracy in applied educational settings.

This research is grounded in observable phenomena during the Arabic speech competition at the Sports and Arts Week (PORSENI) organized by KKMTs 01 Gresik. Although participants generally demonstrated strong oral fluency and confidence, preliminary observations revealed frequent *imla'iyyah* errors in their prepared speeches. These errors included incorrect use of *hamzah wasl* and *hamzah qatha'*, improper addition of alif, inaccurate application of *mad* letters, and mistakes in letter substitution and connection. Notably, many of these texts were prepared or supervised by tutor teachers, indicating that the issue extends beyond student competence to instructional practices (Ma'sum, 2023). Such inaccuracies can alter meaning, disrupt readability, and diminish the overall quality of speech delivery. This phenomenon illustrates a discrepancy between spoken proficiency and written accuracy, underscoring the need to examine *imla'* errors in authentic, performance-oriented contexts such as Arabic speech competitions.

Previous research on *imla'iyyah* errors has primarily focused on academic writing and classroom-based learning contexts. Uqba et al. (2024), for instance, analyzed *imla'* errors in thesis abstracts written by graduate students of Arabic education and identified errors related to hamzah usage, al- writing, *hija'iyyah* letters, and diacritics. Similarly, Putri et al. (2024) reported frequent errors in letter connection, substitution, and addition among beginner-level Arabic learners. Studies by Hasibuan and Siregar (2023) further identified common errors in *mad* letters, *ta' marbutah*, and similar letter forms. International studies confirm that Arabic orthographic complexity poses significant challenges for second-language learners, particularly in spelling accuracy and morphological awareness (Saiegh-Haddad & Everatt, 2019; Taha, 2020). While these studies provide valuable insights, they predominantly examine academic or instructional texts rather than functional writing used in competitive or public speaking contexts.

Despite extensive research on *imla'* errors, studies examining Arabic speech texts in competitive settings remain limited. Most existing research conceptualizes writing as an academic product, overlooking its role as a preparatory medium for oral performance. Furthermore, previous studies often focus solely on student-generated errors, paying little attention to the role of tutor teachers and institutional practices. Alrabadi (2021) and Hamid and Rahman (2022) emphasize the importance of contextualized error analysis that reflects authentic language use and assessment practices. In the Indonesian context, research on *imla'iyyah* errors in madrasah-level competitions, such as PORSENI, is particularly scarce. This gap is significant because competition texts represent high-stakes language use that reflects institutional standards and pedagogical effectiveness. Addressing this gap is essential for advancing Arabic applied linguistics research and improving instructional quality in competitive educational environments.

The novelty of this study lies in its focus on Arabic speech texts explicitly produced for a formal competition, namely the PORSENI event at KKMTs 01 Gresik. Unlike prior studies that examine classroom assignments or academic writing, this research analyzes texts intended for public oral delivery, where orthographic accuracy directly influences communicative effectiveness. Additionally, this study employs a rule-based *imla'* analysis framework, encompassing *hamzah* theory, *mad* letters, al- addition, letter substitution, and connection rules. This structured approach aligns with contemporary applied linguistics research that emphasizes theory-driven analysis of authentic data (Ellis, 2021). By integrating pedagogical and competitive perspectives, this study advances the state of the art in Arabic error analysis and offers a more comprehensive understanding of *imla' iyyah* challenges in applied contexts.

This research holds both theoretical and practical significance. Theoretically, it extends the scope of *imla' iyyah* error analysis by situating it within competition-based discourse, an area that has received limited scholarly attention. In practice, the findings provide valuable insights for teachers, curriculum developers, and competition organisers to improve Arabic writing instruction and assessment. Studies have shown that targeted error analysis and feedback can significantly enhance writing accuracy and learner awareness (Rahmawati et al., 2023; Yusuf & Wahyuni, 2022). For *madrasahs*, strengthening competence in *imla'* is essential to improving overall Arabic proficiency and maintaining institutional credibility. Moreover, accurate speech texts contribute to more precise message delivery and higher standards of competition, reinforcing the educational value of Arabic-language competitions.

Based on the above discussion, this study addresses the following research problem: What types of *imla' iyyah* errors occur in Arabic speech texts used in the PORSENI competition at KKMTs 01 Gresik, and how frequently do they appear? This study argues that *imla' iyyah* errors in competition texts are systematic rather than incidental, reflecting gaps in *imla'* instruction, supervision, and assessment practices. By identifying error types and calculating their percentages, this research provides an empirical basis for evaluating current pedagogical approaches. The findings are expected to contribute to the development of more effective *imla'* learning strategies and evaluation models for Arabic speech competitions. Ultimately, this study offers a meaningful contribution to Arabic language education by emphasizing the importance of orthographic accuracy in competitive and public language use.

RESEARCH METHOD

This study employed a qualitative research design, specifically a case study grounded in error analysis of Arabic *imla'* rules. The qualitative case study design was selected because it enables in-depth exploration of linguistic phenomena within a bounded system and real-life context (Yin, 2022). In this research, the bounded system refers to Arabic speech texts produced for a

specific competition, namely PORSENI at KKMTs 01 Gresik. Error analysis is particularly suitable for investigating *imlā'iyah* issues because it systematically identifies, categorizes, and interprets deviations from standard writing norms (Ellis, 2021). This approach enables researchers to uncover recurring patterns of errors and their underlying causes rather than merely quantifying mistakes. Furthermore, qualitative error analysis provides rich descriptions that support a deeper understanding of orthographic competence in Arabic as a foreign language, especially in applied and performance-based writing contexts (Alrabadi, 2021).

The research was conducted at KKMTs 01 Gresik, Indonesia, focusing on Arabic speech texts submitted for the Pekan Olahraga dan Seni (PORSENI) competition. This location was chosen for several reasons. First, KKMT 01 Gresik is an active cluster of *madrasahs* that regularly organise Arabic-language competitions, making it a relevant and authentic setting for examining applied Arabic writing skills. Second, PORSENI is a high-stakes academic event in which students and tutor teachers carefully prepare speech texts that reflect institutional language standards rather than spontaneous classroom output. Third, the competition context provides naturally occurring data that illustrate real challenges in the application of *imlā'* under formal, competitive conditions. According to Yin (2022), selecting an information-rich site strengthens the credibility of qualitative case studies. Therefore, KKMTs 01 Gresik was considered an appropriate locus to capture a comprehensive portrait of *imlā'iyah* errors in Arabic speech writing at the *madrasah* level.

Data collection in this study relied primarily on document analysis. The primary data consisted of 31 Arabic speech texts submitted by participants from various *madrasahs* in the PORSENI competition, collected through official Google Drive links provided by the organizing committee. Document analysis was chosen because written texts represent stable data sources that can be repeatedly examined without influencing the research setting (Bowen, 2021). Secondary data were obtained from relevant scholarly articles, reference books, and previous research related to Arabic *imlā'*, error analysis, and Arabic writing instruction. These sources were used to support theoretical interpretation and contextual understanding. The use of multiple data sources aligns with qualitative research principles that emphasize depth, context, and triangulation to strengthen analytical rigor (Miles et al., 2021).

Data analysis followed the systematic stages of error analysis, adapted from Corder's framework and contemporary applied linguistics research. The stages included: (1) collecting *imlā'iyah* error data from the speech texts, (2) identifying errors by comparing the texts with standard Arabic *imlā'* rules, (3) classifying errors such as *hamzah* usage, *mad* letters, al- addition, letter substitution, and letter connection, and (4) explaining and evaluating the errors based on linguistic rules and their potential impact on meaning (Ellis, 2021; Alrabadi, 2021). The analysis process was iterative and interpretive, allowing

patterns to emerge from the data. Frequencies and percentages of error types were also calculated to support analytical clarity while maintaining a qualitative orientation. This combination of descriptive and interpretive analysis enhances the depth and transparency of the findings (Miles et al., 2021).

RESULT AND DISCUSSION

Result

Imla'iyah Errors in Arabic Speech Texts

This study analysed 31 Arabic speech manuscripts collected through Google Drive from the PORSENI Arabic speech competition at the KKMTs 01 Benjeng Gresik level. The analysis identified 62 *imla'iyah* errors across several categories. The findings are presented descriptively to reflect the actual patterns of errors found in the data, without interpretative discussion.

The most dominant category of error concerns the incorrect use of *hamzah washal* and *hamzah qatha'*. A total of 32 errors were identified in this category, occurring in nearly all analysed manuscripts. These errors include the misuse of *hamzah qatha'* in lexical forms that require *hamzah washal*, particularly in words derived from *tsulasi mazid* verb patterns, as well as the omission or incorrect placement of *hamzah qatha'* in particles that obligatorily require it. This category accounts for the highest frequency of *imla'iyah* errors in the corpus.

Table 1. Mistakes in Writing Hamzah Washal and Qatha

No	Mistake	Correction	Number of Errors
1.	إِهْتِمَامٌ	إِهْتِمَامٌ	4 times
2.	إِسْتِمَاعٌ	إِسْتِمَاعٌ	2 times
3.	إِكْتِفَاءٌ	إِكْتِفَاءٌ	8 times
4.	إِسْطِرَاقٌ	إِسْطِرَاقٌ	1 times
5.	إِسْتِغْفَاءٌ	إِسْتِغْفَاءٌ	1 times
6.	إِحْسَانٌ	إِحْسَانٌ	1 times
7.	بِأَحْسَنِ	بِأَحْسَنِ	1 times
8.	أَسْتَطِيعُ	أَسْتَطِيعُ	1 times
9.	أَسْتَغْفِرُ	أَسْتَغْفِرُ	1 times
10.	أَهْيِيَّةٌ	أَهْيِيَّةٌ	1 times
11.	أَنَّ	أَنَّ	1 times
12.	إِنْ	إِنْ	2 times
13.	أَنْ	أَنْ	1 times
14.	إِخْوَانٌ	إِخْوَانٌ	1 times
15.	الإِسْلَامُ	الإِسْلَامُ	4 times
16.	الإِسْلَامِيَّةُ	الإِسْلَامِيَّةُ	1 times
17.	أَيُّهَا	أَيُّهَا	1 times

Another frequent error type involves the incorrect addition or omission of the definite article “al”. The analysis recorded 15 errors related to this issue. These errors occur primarily in nominal phrases, especially within *na’at-man’ut* constructions, where the use of “al” must be consistent between the adjective and the noun it modifies. Both overuse and underuse of “al” were observed, indicating inconsistencies in applying *imla’* rules related to definite noun phrases. A summary of these errors is presented in Table 2.

Table 2. Letter Addition Writing Errors “al”

No	Mistake	Correction	Number of Errors
1.	عُلُومٌ الدِّيْنِيَّة	الْعُلُومُ الدِّيْنِيَّة	2 times
2.	عُلُومُ الْعَامَّة	الْعُلُومُ الْعَامَّة	2 times
3.	عَصْرُ الرَّقْمِيَّة	العَصْرُ الرَّقْمِي	7 times
4.	مُحْتَوَى الْمُؤَيَّدَة	المُحْتَوَى الْمُؤَيَّدَة	1 times
5.	تَعَاْفَةُ الْعَرَبِيَّة	التَّعَاْفَةُ الْعَرَبِيَّة	1 times
6.	أَخْلَاقُ الْحَسَنَة	الْأَخْلَاقُ الْحَسَنَة	1 times
7.	جَنَلُ الْقُرْآنِي	الْجَنَلُ الْقُرْآنِي	1 times

Errors in the writing of *mad* letters were also identified. A total of six errors were found, mainly involving the absence of required vowel-lengthening letters such as alif, wau, or ya’. These errors occur in words that phonologically require long vowels but are written with short-vowel representations. Although fewer in number, these errors can alter meaning and therefore remain significant. Detailed examples are provided in Table 3.

Table 3. Mad writing mistakes

No	Mistake	Correction	Number of Errors
1.	الْوَحْدَةُ	الوَاحِدَةُ	1 times
2.	الْهَوِيَّةُ	الْهَوَايَةُ	2 times
3.	الْأَخِرَةُ	الْآخِرَةُ	2 times
4.	الْحَاضِرِيْنَ	الْحَاضِرِيْنَ	1 times

The analysis further revealed errors in the addition and subtraction of letters. Five such errors were identified across the manuscripts. These errors include the insertion of unnecessary letters, the omission of essential letters, and the insertion of outraged letters. Such inaccuracies suggest incomplete mastery of standard Arabic orthography and lexical forms. The distribution of these errors is summarized in Table 4.

Table 4. Errors in Adding and Subtracting Letters

No	Mistake	Correction	Number of Errors
1.	سَلَابِيَا	سَلَابِيَا	1 kali
2.	إِنْدُونِيْسِيَّة	إِنْدُونِيْسِيَّة	1 kali
3.	أَخِيْكُمْ	أَخِيْكُمْ	1 kali

4.	الجَيْنُ	الجَيْنُ	1 kali
5.	الْعَلَامَاتُ الثَّلَاثُ	الْعَلَامَاتُ الثَّلَاثَةُ	1 kali

Letter substitution errors were found to be minimal. Only one instance of letter substitution was identified in the entire dataset. This error involved the replacement of *hamzah* with *ta' marbutah* at the end of a word, resulting in a significant change in lexical meaning. This type of error is summarized in Table 5.

Table 5. Letter Conversion Error

No	Error	Repairs	Number of Errors
1.	وَفَاءٌ	وَفَاءٌ	1 times

Errors related to letter connection and separation were identified in three cases. These errors include incorrectly joining words that should be written separately and separating letters that should form a single lexical unit. While these errors are related to *imla'* rules, they also appear to be influenced by technical issues in Arabic typing. Examples of these errors are presented in Table 6.

Table 6. Letter Splicing Errors

No	Mistake	Correction	Number of Errors
1.	قِرَاءَتُهُ	قِرَاءَتُهُ	1 times
2.	أَنْتَكُونُ	أَنْ تَكُونُ	1 times
3.	د ع ء و ة	دَعْوَةٌ	1 times

Frequency and Percentage of *Imla'iyyah* Errors

Of the 62 identified errors, *Hamzah Washal* and *Hamzah Qatha'* errors account for the largest proportion, with 32 cases, or approximately 52%. Errors related to the addition of the definite article "al" follow with 15 cases, representing 24% of the total errors. *Mad* writing errors were identified six times, accounting for approximately 9%.

Errors involving letter addition and subtraction occurred 5 times, accounting for about 8% of the total errors. Letter connection and separation errors were found in 3 cases (5%), whereas letter substitution errors were the least frequent, occurring in 1 case (approximately 2%). This distribution indicates that errors associated with fundamental rules of Arabic grammar predominate in the writing of Arabic speech texts in this context.

Evaluation of *Imla'iyyah* Errors

The overall findings demonstrate that *imla'iyyah* errors in Arabic speech texts remain varied in form, with the highest concentration occurring in the use of *hamzah*, the application of the definite article "al", and the writing of *mad*

letters. Other error types, including letter addition and reduction, letter substitution, and letter connection, appear less frequently but remain relevant.

These findings suggest the need for systematic improvement in *imla*'s competence, particularly in areas with the highest error frequency. In addition, greater attention to orthographic accuracy and consistency is required to ensure that Arabic speech texts meet standard writing conventions. Improvements in Arabic typing proficiency may also help reduce errors related to letter connection and separation.

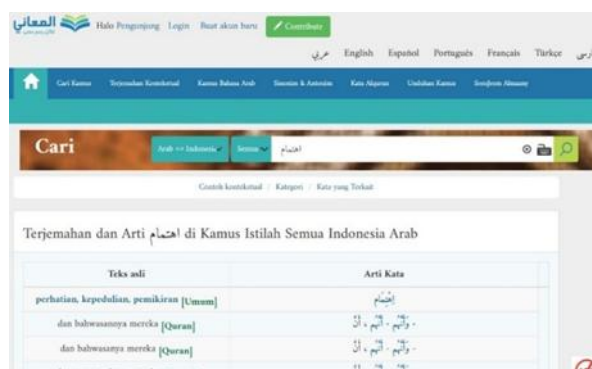


Figure 1. Al-Ma'ani Dictionary

Discussion

The findings of this study reveal that *imla'iyyah* errors in Arabic speech texts are systematic rather than incidental, with clear dominance of errors related to *hamzah washal* and *hamzah qatha'*, followed by errors in the use of the definite article "al", *mad* writing, letter addition and reduction, letter connection, and letter substitution. These patterns can be meaningfully interpreted through the lens of Arabic orthographic theory and previous empirical studies on Arabic writing errors.

The predominance of *hamzah washal* and *hamzah qatha'* errors confirms findings from numerous prior studies which argue that hamzah represents one of the most complex and challenging aspects of Arabic orthography for non-native learners. Studies by Putri, Muassomah, and Sari (2020) and Wahidah (2021) demonstrate that learners frequently struggle to apply the rules of hamzah accurately, particularly in morphologically complex forms such as tsulasi mazid verbs and particles. This difficulty is attributed to the abstract nature of *hamzah* rules, which require simultaneous understanding of phonology, morphology, and orthography. The persistence of these errors in prepared texts, such as speech manuscripts, indicates that learners require more explicit and systematic instruction in hamzah rules, supported by contrasting examples and repeated contextual practice.

Errors related to the addition of the definite article "al" further reinforce previous research indicating that learners often fail to fully grasp the syntactic and orthographic interaction between *na'at* and *man'ut* constructions. Research

conducted by Rosyad and Haq (2024) and Arifin and Mulyani (2021) highlights that incorrect application of “al” commonly occurs due to partial understanding of definiteness agreement and the distinction between *syamsiyyah* and *qamariyyah* letters. The frequency of these errors suggests that instructional practices should emphasize guided exercises that train learners to apply definiteness consistently within nominal phrases, including error-identification activities using authentic texts.

Major writing errors, although less frequent, remain significant because of their potential impact on meaning. Previous studies by Wahyuni, Rahmawati, and Hidayat (2023) and Putri (2021) emphasize that confusion between long and short vowels is a recurring problem in Arabic writing, particularly among learners whose first language does not distinguish vowel length phonemically. The present findings confirm that omission of *mad* letters such as *alif*, *wau*, and *ya'* continues to occur in formal writing. This pattern indicates the need to integrate phonological awareness into writing instruction through dictation, minimal-pair practice, and repeated writing activities.

The occurrence of letter addition and reduction errors aligns with findings from Suwardi (2021) and Baihaqi, Nurhadi, and Salim (2022), who argue that such errors stem from incomplete lexical representation and limited exposure to standard written forms of Arabic vocabulary. Learners may rely heavily on auditory perception, leading to either insertion of unnecessary letters or omission of essential ones. These findings suggest that frequent engagement with Arabic dictionaries and rewriting exercises of commonly misspelled words are necessary to strengthen visual memory and orthographic accuracy.

Although letter substitution errors were minimal in this study, their presence supports earlier research indicating that visually or phonologically similar letters often confuse Arabic writing. Wahidah (2021) notes that even a single substitution error can significantly alter meaning, underscoring the importance of accuracy in letter selection. This reinforces the need for careful proofreading and focused attention to letter differentiation in writing instruction.

Errors in letter connection and separation also resonate with previous studies on Arabic script writing. Research by Dang, T. N. Y. (2021) and Asbarin, Rahman, and Lestari (2024) indicates that learners frequently encounter difficulties in determining whether words should be written as single lexical units or separated structures. In the context of digital writing, such errors are often compounded by limited typing proficiency. Therefore, Arabic writing instruction should also incorporate training in Arabic keyboard use and digital writing conventions to reduce technically induced orthographic errors.

From a theoretical perspective, the findings of this study support the assumptions of error analysis theory, which views learner errors as systematic manifestations of developing interlanguage competence. As argued by Al-Haqiqy (2024), *imla'* errors reflect learners' internal hypotheses about Arabic writing rules that may be incomplete or overgeneralized. The dominance of

certain error types in this study highlights specific orthographic areas that require prioritized instructional intervention.

Overall, this study corroborates and extends previous research by demonstrating that *imla'iyyah* errors in Arabic speech texts follow predictable patterns consistent with findings in Arabic language education. Integrating pedagogical considerations into the discussion underscores that improving *imla'* competence requires a comprehensive approach that combines explicit rule instruction, phonological training, repeated practice, dictionary use, and the development of digital writing skills. Such integration is essential for enhancing orthographic accuracy and supporting the production of linguistically sound Arabic speech texts.

The findings of this study provide several important implications for the teaching and learning of Arabic writing, particularly in the area of *imla'*. First, the dominance of *hamzah washal* and *hamzah qatha'* errors indicates the need for more explicit and systematic instruction focusing on hamzah rules. Teachers should move beyond implicit exposure and provide structured explanations, accompanied by contrasting examples, that clearly distinguish between the two types of hamzah across verbs, nouns, and particles. Integrating focused drills and contextualized exercises may help learners internalize these rules more effectively (Yunus, A. Q. et al., 2024).

Second, the high frequency of errors related to the definite article "al" suggests that instruction on *na'at-man'ut* constructions should be reinforced through guided practice. Learners need to be trained to recognize definiteness agreement as an orthographic requirement rather than a stylistic choice. Classroom activities that involve error detection and correction in authentic texts, such as speech manuscripts, can raise learners' awareness of consistent "al" usage in both *syamsiyyah* and *qamariyyah* contexts (Qatanany, A. A. H., et al., 2023).

Third, errors in *mad* writing highlight the importance of integrating phonological awareness into writing instruction. Teachers should emphasize the distinction between long and short vowels through dictation exercises, minimal-pair practice, and repeated writing activities (Chapuis, N. D. et al., 2024). Such practices can help learners connect auditory input with correct orthographic representations, thereby reducing vowel-length-related errors.

Fourth, the occurrence of letter addition and reduction errors implies that learners require greater exposure to standard lexical forms. Regular engagement with Arabic dictionaries, both printed and digital, should be encouraged as part of the writing process. Teachers may also incorporate rewriting and copying exercises of frequently misspelled words to strengthen visual memory and orthographic accuracy (Alhussein, B., 2025).

Finally, the presence of letter-connection and letter-separation errors indicates the growing role of digital literacy in Arabic writing. As Arabic texts are increasingly produced using digital devices, learners should receive explicit

training in Arabic keyboard use and typing conventions (Hanifansyah, N., 2024). Improving typing proficiency can reduce technical errors and allow learners to focus more on content development and linguistic accuracy. Overall, these research implications emphasize that improving *imla'* competence requires an integrated approach combining rule-based instruction, phonological training, repeated practice, and digital writing skills development.

CONCLUSION

The findings of this study demonstrate that *imla'iyah* errors in Arabic speech texts are systematic and predominantly occur in fundamental aspects of Arabic orthography. Errors related to *hamzah washal* and *hamzah qatha'* were the most frequent, followed by inaccuracies in the use of the definite article “al” and mad writing. These patterns indicate that learners continue to face significant challenges in applying basic *imla'* rules, even in prepared and formal writing contexts. The central insight gained from this research is that strong mastery of *imla'* rules is essential for accurate Arabic writing and must be developed through explicit and structured instruction rather than assumed to emerge naturally from general language exposure.

From an academic standpoint, this study contributes to Arabic language education by offering empirical evidence on *imla'iyah* error patterns in Arabic speech manuscripts. This genre has received limited scholarly attention. By integrating qualitative error analysis with quantitative frequency data, the research strengthens understanding of the distribution of orthographic errors and supports interlanguage theory in Arabic writing studies. Nevertheless, the study is limited by its relatively small, context-specific sample and its focus on error identification, without examining underlying learning processes. Future research is therefore encouraged to involve broader participant groups, adopt longitudinal designs, and investigate the effectiveness of targeted instructional strategies, such as explicit *hamzah* instruction, guided dictation, and Arabic typing training, in improving *imla'* competence and reducing orthographic errors.

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