ANALYSIS OF LANGUAGE ERRORS IN THE ARABIC TEXTBOOK FOR MIDDLE SCHOOL GRADE 2

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Abstract

In educational activities, textbooks are essential elements that significantly contribute to enhancing the quality of classroom learning. Therefore, conducting a content analysis of textbooks is crucial to prevent errors in the transfer of knowledge to students. This research aims to identify the types of language errors in the Arabic textbook for Middle School Grade 2 at Thamavitya Mulniti School in Thailand. This study is a library research project utilizing descriptive methods and a qualitative approach. The analysis of the textbook revealed three types of language errors: 70% were syntax errors, 10% were writing errors, and 20% were morphological errors. The results indicate that syntax errors are the most common, followed by morphological errors, while writing errors were found to be the least frequent. This research is limited to analyzing language errors in the areas of syntax, morphology, and writing. It is hoped that future studies can explore other linguistic aspects within this textbook. The findings of this research may serve as valuable information for teachers considering this textbook as a teaching resource for learning Arabic in the classroom. Additionally, the researcher hopes that this work can act as a reference for future researchers interested in similar themes.

Keywords: Textbook Analysis; Arabic Textbook; Arabic Language Error

تجريد

في أنشطة التعلم والتعليم، يعد الكتاب المدرسي أحد العناصر المهمة التي تلعب دورًا في تحسين جودة التعلم في الفصل الدراسي. لذلك، يجب أيضًا إجراء تحليل لمحتوى الكتاب المدرسي لتجنب الأخطاء في نقل المعرفة للطلاب. يهدف هذا البحث إلى تحليل أنواع الأخطاء اللغوية في كتاب اللغة العربية للصف الثاني الإبتدائي في معهد البعثات الدينية في تايلاند. هذا النوع من البحث هو بحث مكتبي باستخدام الأساليب الوصفية والنهج النوعي. كانت نتائج تحليل هذا الكتاب المدرسي أنه تم العثور على ثلاثة أنواع من الأخطاء اللغوية، وهي ٧٠٪ من الأخطاء النحوية، و١٠٪ من الأخطاء الإملائية و٢٠٪ من الأخطاء الصرفية. بناءً على نتائج التحليل، يمكن ملاحظة أن الأخطاء اللغوية الأكثر شيوعًا الموجودة في هذا الكتاب المدرسي هي الأخطاء النحوية ثم الأخطاء الصرفية. في حين أن أقل الأخطاء اللغوية هي الأخطاء الإملائية. يقتصر هذا البحث فقط على تحليل الأخطاء اللغوية في جوانب النحو والصرف والإملاء. ومن المؤمل أن يتمكن المزيد من البحث من استكشاف جوانب لغوية أخرى في هذا الكتاب المدرسي. إن الهدف من هذا البحث هو تقديم معلومات للمعلمين الذين يرغبون في استخدام هذا الكتاب كمادة تعليمية لتعلم اللغة العربية في الفصول الدراسية، ويأمل الباحث أن يصبح هذا البحث مرجعًا للباحثين المستقبليين الذين يريدون طرح موضوعات ذات صلة بهذا البحث.

الكلمات المفتاحية: تحليل محتوى الكتاب المدرسي، الكتاب المدرسي العربية، الأخطاء اللغوية.

INTRODUCTION

Textbooks are essential learning resources used by teachers to facilitate the delivery of educational materials to students in the classroom.[1] It plays a crucial role in outlining the topics for lessons and aids teachers in selecting appropriate teaching methods, all while considering the objectives of each lesson.[2] According to Government Regulation of the Republic of Indonesia No. 32 of 2018, textbooks serve as the primary source of learning aimed at achieving Basic Competencies and Core Competencies.[3] They are widely utilized at all levels of education.[4] The textbooks available in circulation typically consist of written content alongside supporting components like images, instructional methods, competency achievements, supplementary information, and evaluation tools.[5] The availability of appropriate textbooks can significantly influence the learning process in the classroom. Hence, it is the teacher's responsibility to present textbooks that align with the learning objectives intended to be achieved.[6]

A textbook is considered suitable if it meets several criteria outlined by BNSP in the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 8 of 2016, particularly in Article 3, paragraph 5. This regulation states that the content of the book must fulfill specific criteria concerning material, language, presentation, and graphic aspects. These four criteria have been elaborated upon so that teachers can implement them effectively.[7] Additionally, Al-Qasimy describes the suitability of Arabic language textbooks as being determined by the fulfillment of six components: 1) *al-mutala'ah* (Readings); 2) *qawaid al-lughah al-'Arabiyah* (Arabic Grammar); 3) *al-tadribat* (Exercises); 4) the sequence of teaching materials; 5) *al-*

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[1] Martatik Martatik, "Analisis Buku Bahasa Arab Pendekatan Saintifik Kurikulum 2013 Madrasah Ibtidaiyah Kelas I," *Andragogi: Jurnal Diklat Teknis Pendidikan Dan Keagamaan* 6, no. 1 (June 30, 2018): 104–21, https://doi.org/10.36052/andragogi.v6i1.50.

[2] Wiaam Mohammad Syairozi, "Tahlil Muhtawa Kitab 'Al-Lughah Al-'Arabiyah li Al-Shaf Al-Khamis fii malaysia," Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban 2, no. 2 (December 31, 2015), https://doi.org/10.15408/a.v2i2.2185.

[3] Habib Abdul Halim, "Analisis Kesilapan Bahasa Pada Buku Ajar Bahasa Arab Kurikulum 2013 Terbitan Toha Putra," Miyah: Jurnal Studi Islam 14, no. 02 (August 2018): 59–80.

[4] Dehendar Ulil Albab, "Analisis Buku Ajar Bahasa Arab MI Kelas IV Kurikulum 2013 Terbitan Kemenag RI Tahun 2020," Jurnal Al-Maqayis 5, no. 1 (November 7, 2021): 1, https://doi.org/10.18592/jams.v6i2.5217.

[5] Sofiah Rosyadi, "Analisis Buku Ajar Madrasah Ibtidaiyah Kelas 1 dari Kementrian Agama Republik Indonesia," Jurnal Al-Maqayis 6, no. 1 (November 2, 2021): 1, https://doi.org/10.18592/jams.v7i1.5241.

[6] M Kholison et al., "Pengembangan Bahan ajar Bahasa Arab dengan Pendekatan Kemahiran Berbicara," Lahjah Arabiyah: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab 4, no. 1 (March 27, 2023): 90–102, https://doi.org/10.35316/lahjah.v4i1.90-102.

[7] Yusuf Muhtarom, Suharsono Suharsono, and Fahmi Syaefudin, "Analisis Materi Buku Ajar Bahan Ajar Bahasa Arab Sekolah Menengah Pertama Terpadu Rabbi Radiyyah Rejang Lebong," Lahjah Arabiyah: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab 3, no. 1 (January 27, 2022): 55–61, https://doi.org/10.35316/lahjah.v3i1.55-61.

mufradat (Vocabulary Collection); and 6) supporting materials, which may include dictionaries, workbooks, and teacher guides.[8]

In addition to considering the components of the textbook, the quality of language used in Arabic textbooks is crucial. Textbooks should be free from both linguistic and non-linguistic errors, as any errors can negatively impact their quality.[9] One form of standardization of teaching materials books is to ensure that the content is free from language errors.[10] Language errors in these textbooks fall within the field of linguistics.[11] Unfortunately, this aspect is often overlooked by teachers. Even minor linguistic errors in Arabic can significantly impact students' understanding, especially since Arabic is a foreign language for most learners and not their mother tongue. Therefore, it is essential for educators to review the textbooks they will use, focusing on linguistic aspects by conducting an error analysis.The common types of language errors found in Arabic materials include writing errors *(al-akhtha' al-imlaiyah)*, morphological errors *(al-akhta' al-sharfiyah)*, syntactic errors (*al-akhta' al-nahwiyah*), and semantic errors (*al-akhta' al-dilaliyah*).[12]

In Habib Abdul Hakim's research on language errors in the 2013 Arabic Curriculum book published by Toha Putra, four aspects of language errors were identified: linguistic aspects, external strategies, communication effects, and comparisons.[13] athi Hidayah categorized language errors into four types: morphological, syntactic, morpho-syntactic, and semantic errors. The dominant type of error found in the analyzed textbooks was syntactic errors.[14] Meanwhile, Muhammad Afif Amrulloh's research focused specifically on the application of *qawa'id*, where language errors were categorized into two aspects: morphological aspects (*akhta' al-sarafiyah*) and syntactic

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[8] Asrofi and Pransiska, Writing Buku Teks Bahasa Arab: Konsep, Prinsip, Problematika Dan Proyeksi (Yogyakarta: Ombak, 2016).

[9] Ahmad Tarajjil Ma'suq, Mokhammad Miftakhul Huda, and Bambang Irawan, "Analysis of Syntactic Errors in Arabic Textbook-Based Instructional Materials and Their Implications for Arabic Learning at Madrasah Aliyah," *Ta'lim al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban* 8, no. 1 (June 30, 2024): 85–102, https://doi.org/10.15575/jpba.v8i1.33580.

[10] Rizka A'yuna Fuadiyah and Mirwan Akhmad Taufiq, "Analisis Kesalahan Teks Buku Pendidikan Bahasa Arab Di Madrasah," *An Nabighoh: Jurnal Pendidikan Dan Pembelajaran Bahasa Arab* 22, no. 02 (December 31, 2020): 151, https://doi.org/10.32332/an-nabighoh.v22i02.2009.

[11] Yuni Lestari, "Analisis Kesalahan Fonologi Dialek Etnis Lampung dalam Membaca Q.S. Al-Fatihah dan Az-Zalzalah," Lahjah Arabiyah: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab 3, no. 1 (January 30, 2022): 62–70, https://doi.org/10.35316/lahjah.v3i1.62-70.

[12] Zakoura Boutaina, *Anwa'i Al-Akhtha' Al-Lughawiyah Fi Al-Ta'bir Al-Kitabiy Sanah Ula Mutawasith Unmudajan* (Universite Oum El-Bouaghi, 2021).

[13] Halim, "Analisis Kesilapan Bahasa Pada Buku Ajar Bahasa Arab Kurikulum 2013 Terbitan Toha Putra."

[14] Fathi Hidayah, "Analisis Kesalahan Bahasa (Tahlil Al Akhtha') Buku Ajar Bahasa Arab Madrasah Ibtidaiyyah Kelas IV," INCARE, International Journal of Educational Resources 3, no. 1 (June 30, 2022): 111–23, https://doi.org/10.59689/incare.v3i1.398.

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aspects (*akhta' al-tarkibiyah*).[15] Of the three studies mentioned, this research will focus on three specific aspects of language errors: writing errors (*al-akhtha' al-imlaiyah*), morphological errors *(al-akhta' al-sharfiyah),* and syntactic errors (*al-akhta' al-nahwiyah*).

Based on the types of language errors that have been explained, the researcher aims to investigate language errors in the Arabic textbook for Middle School Grade 2 at Thamavitya Mulniti School in Thailand. This study is necessary to evaluate the quality of the Arabic language textbook materials regarding language use. Additionally, the research will benefit teachers who plan to use this Arabic language textbook and provide valuable insights for other researchers to analyze the textbook's suitability in areas not covered in this study..

METHOD

This research involves library research, which utilizes materials such as books, articles, and other resources related to the topic at hand. The collected materials are read, noted, and then analyzed. This study adopts a descriptive qualitative approach, focusing on an analysis of the Arabic language textbook used in middle schools at Thamavitya Mulniti School.[16]

The data collection technique employed in this study is the documentation method, which involves gathering data from various sources such as notes, books, transcripts, meetings, and more.[17] The primary source for this research is the "Arabic Textbook for Middle School Grade 2" published by Thamavitya Mulniti School. Secondary sources include several books, articles, and other scholarly works that address topics relevant to the research and complement the primary data. The stages involved in the documentation method include: 1) describing the information obtained from various sources; 2) reducing and focusing on data that is deemed important and useful; and 3) selecting the focused data for detailed analysis.

The data analysis technique employed in this study is content analysis, which involves examining data based on its content.[18] The steps for conducting content analysis in this research are as follows: 1) Describing the information collected from various sources; 2) Reducing or focusing on the data that is deemed important and useful; 3) Selecting and analyzing the focused data in detail. The analysis model utilized in this study is interactive, meaning that all stages of data analysis data reduction, data

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[15] Muhammad Afif Amrulloh et al., "Analisis Kesalahan Qawa'id pada Buku Ajar Bahasa Arab," Jurnal Pendidikan Islam, vol. 6, 2015.

[16] Moh Nazir, *Metode Penelitian* (Jakarta: Ghalia Indonesia, 1999).

[17] Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2000).

[18] Suryadi Suryabrata, *Metodologi Penelitian* (Jakarta: Rajawali Press, 1992).

presentation, and drawing conclusions are conducted while carefully considering the data obtained.[19]

RESULT AND DISCUSSION

The results section of this research contains an explanation of the three types of language errors and a presentation of the results of the analysis related to the problem formulation. The three types of language errors discussed are writing errors (*al-akhtha' al-imlaiyah*), morphological errors (*al-akhta' al-sharfiyah*), and syntactic errors (*al-akhta' al-nahwiyah*). Then the presentation of the three types of language errors that have been found in Arabic textbook for Middle School Grade 2 at Thamavitya Mulniti School of Thailand.

A. The Types of Language Errors in This Arabic Textbook

The term "mistake" is often referred to as an "error" or a "deviation" in language structure, particularly when made by foreign language learners.[20] The term error is known as error, failure, or mistake.[21] According to Jain, language errors can be described as "slips of the pen" or "slips of the tongue." He emphasizes that these types of errors are not exclusive to second language learners; native speakers also make mistakes in their language use.[22] Therefore, language errors refer to inaccuracies that occur within the linguistic realm, affecting both foreign language students and native speakers alike.

Various types of language errors are commonly found in Arabic teaching materials. Several experts and researchers have made categorizations of the forms of language errors found. This research is limited to three categories of language errors that often occur in Arabic textbooks, namely writing errors, morphology and syntax.

First, writing errors or in Arabic are called *al-akhtha' al-imlaiyah*. According to Mahmud Ma'ruf, the word *imla'* itself means writing the letters according to their position in the word order which protects against confusion in meaning.[23] The object of *imla'* study is the provisions for connecting and separating letters, changing letters, and adding or subtracting letters.[24] Thus, *al-akhtha' al-imlaiyah* is an error in the writing category, namely the lack of match between the phonetic or sound image and the letters and words in writing. This

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[19] Mattew B. Miles and A. Michael Huberman, *Qualitative Data Analysis: A Sourcebook of New Methods* (California: Sage Publications, 1994).

[20] Azhar Arsyad, *Bahasa Arab Dan Metode Pengajarannya* (Yogyakarta: Pustaka Pelajar, 2010).

[21] Henry Guntur Tarigan and Jago Tarigan, *Pengajaran Analisis Kesalahan Berbahasa* (Bandung: Angkasa, 2011).

[22] Jain, Error Analysis Source, Cause and Significance in in Jack C. Richard, Error Analysis: Perspectuve and Second Language Acquistion (London: Longman, 2004).

[23] Acep Hermawan, *Metodologi Pembelajaran Bahasa Arab* (Bandung: Remaja Rosdakarya, 2013).

[24] Ma'rifatul Munijah, *Imla' Teori Dan Terapan* (Malang: UIN Malang, 2009).

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results in the conversion of sounds that can be heard and understood from the wrong writing symbols and causes errors in understanding the meaning.[25] From the definition above, it can be understood that spelling errors are a form of writing letters or words that do not correspond to their sound conversion, resulting in errors in meaning.

Second, al-akhta' al-sharfiyah or morphological errors. Morphology or *sharf* is a study of grammar that discusses the origin of words in the form of forms of Arabic words (*sighat*) and their conditions (*ahwal*).[26] Morphological processes can occur through the combination of one morpheme with another morpheme.[27] The highlights of the morphological study are *ism mutamakkin* (nouns that can receive *I'rab*), and *fi'il mutasharri*f (verbs that can be analogized).[28] Meanwhile, morphological errors are errors in the use of Arabic word forms[29] and Arabic word analogies.

Third, syntactic errors or *al-akhta' al-nahwiyah*. Syntax is the study of grammar in a sentence.[30] Syntax is also part of the study of grammar like morphology. It's just that the scope of morphology is limited to the grammar of words while syntax is sentences. The scope of syntactic studies is word classes consisting of nouns, verbs, adjectives, adverbials, adpositions, pronouns and so on.[31] While syntactic errors are errors related to the structure between words or *nahwu*, namely errors in determining the position of *I'rab* and its signs, both *rafa'*, *nasb*, *jer*, and *jazm*.[32]

B. Results of Analysis of Language Errors in Arabic textbook for Middle School

Based on the analysis of language errors carried out by researchers on the Arabic textbook for Middle School Grade 2 at Thamavitya Mulniti School of Thailand, three language errors, including writing, morphology and syntax, were found in the textbook. The presentation of the error analysis results is presented in chapter order. This textbook contains 11 chapters with varying themes for each chapter. The presentation of the analysis results is packaged in the following table form:

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[25] Boutaina, *Anwa'i Al-Akhtha' Al-Lughawiyah Fi Al-Ta'bir Al-Kitabiy Sanah Ula Mutawasith Unmudajan.*

[26] Musthafa Al-Ghulayain, *Jami' al-Durus al-Arabiyah* (Beirut: Maktabah Al-Ashriyah, 1989).

[27] Kamaluddin Kamaluddin et al., "Analisis Kesalahan Bahasa Buku Ajar Bahasa Arab MA," n.d., https://www.researchgate.net/publication/366822520.

[28] Al-Ghulayain, *Jami' al-Durus al-Arabiyah.*

[29] Kamaluddin et al., "Analisis Kesalahan Bahasa Buku Ajar Bahasa Arab MA."

[30] Verhaar, *Asas-Asas Linguistik Umum* (Yogyakarta: Gajah Mada University Press, 1995).

[31] Verhaar.

[32] Boutaina, *Anwa'i Al-Akhtha' Al-Lughawiyah Fi Al-Ta'bir Al-Kitabiy Sanah Ula Mutawasith Unmudajan.*

Table 1 Results of Language Error Analysis

NO.	CHAPTER	LANGUAGE ERRORS	TYPE OF ERROR	CORRECTION	DESCRIPTION
1.	الدرس الأول	مَا إِسْمُكَ؟	Writing	مَا اِسْمُكَ؟	This word is using *hamzah washal,* no need symbol (ء)
2.		مَعَ السَّلاَمَةٌ	Syntactic	مَعَ السَّلاَمَةِ	Word السَّلاَمَةِ *majrur* using (ِ) because placed as *mudhaf ilaih*
3.		اِسْمِيْ زَيْنَبٌ	Syntactic	اِسْمِيْ زَيْنَبُ	Not using *tanwin* because *ism ghairu munsharif* (*alamiyah + ta'nits*)
4.		اِسْمِيْ مَرْيَمٌ	Syntactic	اِسْمِيْ مَرْيَمُ	Not using *tanwin* because *ism ghairu munsharif* (*alamiyah + ta'nits*)
5.		خَدِيْجَةٌ صَدِيْقِيْ	Syntactic	خَدِيْجَةُ صَدِيْقِيْ	Not using *tanwin* because *ism ghairu munsharif* (*alamiyah + ta'nits*)
6.	الدرس الثاني	لِنَقْرَأُ	Syntactic	لِنَقْرَأَ	This word *mansub* using (َ) due to the influence of *nashab* factor (لِ)
7.		أَكْمِلْ الْأَعْدَادُ النَّاقِصَةُ الآتِيَةُ	Syntactic	أَكْمِلْ الْأَعْدَادَ النَّاقِصَةَ الآتِيَةَ	الْأَعْدَادَ *manshub* using (َ) because placed as *maf'ul bih.* And النَّاقِصَةَ and الآتِيَةَ manshub also due to follow the *man'ut* as *na'at*
8.		أُكْتُبْ الْأَعْدَادُ الْوَارِدَةُ	Syntactic	أُكْتُبْ الْأَعْدَادَ الْوَارِدَةَ	الْأَعْدَادَ *manshub* using (َ) because placed as *maf'ul bih.* And الْوَارِدَةَ manshub also due to follow the *man'ut* as *na'at*
9.		أَحْسِبْ الْأَعْدَادُ	Syntactic	أَحْسِبْ الْأَعْدَادَ	الْأَعْدَادَ *manshub* using (َ) because placed as *maf'ul bih*

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No.			Type		Explanation
10.		احفظ الْأَعْدَادُ	Syntactic	احفظ الْأَعْدَادَ	الْأَعْدَادَ *manshub* using (ِ) because placed as *maf'ul bih* The correct one based on its function.
11.	الدرس الثالث	كِتَابِيْ فَوْقَ المِكْتَبِ	Writing	كِتَابِيْ عَلَى المِكْتَبِ	
12.		صِلْ الكَلِمَاتُ الأَتِيَةُ	Syntactic	صِلْ الكَلِمَاتِ الأَتِيَةَ	الكَلِمَاتِ*manshub* using (ِ) because placed as *maf'ul bih*. And الأَتِيَةَ manshub also due to follow the *man'ut* as *na'at*
13.		رَتِّبْ الكَلِمَاتُ	Syntactic	رَتِّبْ الكَلِمَاتِ	الكَلِمَاتِ*manshub* using (ِ) because placed as *maf'ul bih*
14.		إِمْلَأْ الفَرَاغِ	Syntactic	إِمْلَأْ الفَرَاغَ	الفَرَاغَ *manshub* using (ِ) because placed as *maf'ul bih*
15.		بِأَسْمِ	Writing	بِاسْمِ	This word is using (ِ) and *hamzah washal*, no need symbol (ء)
16.		إِخْتَارُ	Syntactic	إِخْتَرْ	*Fi'il amr* using (ْ) and letter ا deleted due to the meeting of two consonants
17.		إِخْتَر الإِجَابَةُ الصَّحِيْحَةُ	Syntactic	إِخْتَر الإِجَابَةَ الصَّحِيْحَةَ	الإِجَابَةَ *manshub* using (ِ) because placed as *maf'ul bih* , and الصَّحِيْحَةَ *manshub* also due to follow the *man'ut* as *na'at*
18.	الدرس الرابع	إِلَى دُوْرَةِ المِيَاهِ	Writing	إِلَى دَوْرَةِ المِيَاهِ	using (ـَ) not using (ـُ)
19.		وَنَظَّفَ أَسْنَانِهِ	Syntactic	وَنَظَّفَ أَسْنَانَهُ	أَسْنَانَهُ *manshub* using (ِ) because placed as *maf'ul bih*
20.		بِاسْتِعْمَالِ مَعْجُوْنُ الأَسْنَانُ	Syntactic	بِاسْتِعْمَالِ مَعْجُوْنِ الأَسْنَانِ	مَعْجُوْنِ *majrur* using (ِ) because placed as *mudhaf ilaih,* and

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				majrur الأَسْنَانِ because placed as *mudhaf ilaih*
21.		أَحْفَظْ	Morphology	إِحْفَظْ	This word is a command word (*fi'il amr*), so for this word should use إِفْعَلْ form/*wazan* become إِحْفَظْ
22.		اَسْتَيْقِظُ كَمَالٌ	Morphology	اِسْتَيْقِظَ	This is a verb for past tense, so should use form *fi'il madhi* اِسْتَيْقِظَ become
23.		مَعْنَى الكَلِمَاتُ الأَتِيَةُ	Syntactic	مَعْنَى الكَلِمَاتِ الأَتِيَةِ	*majrur* الكَلِمَاتِ using (ِ) because placed as *mudhaf ilaih,* and الأَتِيَةِ *majrur* because placed as *mudhaf ilaih*
24.		مَوْضُوْعُ هَذَا الدَّرْسَ	Syntactic	مَوْضُوْعُ هَذَا الدَّرْسِ	الدَّرْسِ *majrur* using (ِ) because placed as *mudhaf ilaih*
25.	الدرس الخامس	ثُمَّ يَذْهَبْ	Syntactic	ثُمَّ يَذْهَبُ	يَذْهَبُ *marfu'* using (ُ) because there is no factor influence to be *manshub* or *majzum*
26.		فَيَضَعُ الأَدَوَاتِ المِدْرَسِيَّةِ	Syntactic	فَيَضَعُ الأَدَوَاتِ المِدْرَسِيَّةَ	المِدْرَسِيَّةَ *manshub* using (َ) due to follow the *man'ut* (الأَدَوَاتِ) as *na'at*
27.	الدرس السادس	تَتَنَاوَلُ نُوْرِيَّةٌ الفَطِيْرَةِ	Syntactic	تَتَنَاوَلُ نُوْرِيَّةٌ الفَطِيْرَةَ	الفَطِيْرَةَ *manshub* using (َ) because placed as *maf'ul bih*
28.		تَنَاوَلَ يُوْسُفُ الفُطُوْرُ	Syntactic	تَنَاوَلَ يُوْسُفُ الفُطُوْرَ	الفُطُوْرَ *manshub* using (َ) because placed as *maf'ul bih*

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| No.			Category		Explanation
29.		مَنْ الذيْ يَشْرَبَ	Syntactic	مَنْ الذيْ يَشْرَبُ	*marfu'un* using (ُ) because there is no factor influence to be *manshub* or *majzum*
30.			Morphology		This is a verb use form *fi'il mudhari'* يَفْعَلُ. The correct one is يَشْرَبُ
31.		اقْرَأْ الفَقْرَةُ التَّالِيَةُ	Syntactic	اقْرَأْ الفَقْرَةَ التَّالِيَةَ	*manshub* using (َ) because placed as *maf'ul bih* and التَّالِيَةَ *manshub* also due to follow the *man'ut* as *na'at*
32.	الدرس السابع	الإِشَارَةُ المرُوْرِ	Syntactic	الإِشَارَةُ المرُوْرُ	*marfu'* using (ُ) due to follow the *man'ut* (الإِشَارَةُ) as *na'at*
33.		إِلَى لُغَةٍ مَحَلِيَةٍ	Syntactic	إِلَى لُغَةٍ مَحَلِيَةٍ	*majrur* using (ٍ) but also tanwin to mark it as an *ism*, مَحَلِيَةٍ *majrur* also due to follow the *man'ut* as *na'at*
34.	الدرس الثامن	فِيْ المعْهَدُ البِعْثَاتُ الدِّيْنِيَّاتُ	Syntactic	فِيْ المعْهَدِ البِعْثَاتِ الدِّيْنِيَّاتِ	*majrur* using (ِ), because there is *harf jar*, and البِعْثَاتِ الدِّيْنِيَّاتِ *majrur* also due to follow the *man'ut* as *na'at*
35.		لِتَكْوِنَ	Morphology	لِتَكُوْنَ	Based on context, لِتَكُوْنَ is more appropriate
36.		اليَوْمَ هُوَ	Syntactic	اليَوْمُ هُوَ	*marfu'* using (ُ) because placed as *mubtada*
37.	الدرس التاسع	تَحِيَّةٌ	Morphology	تَحِيَّةٌ	تَحِيَّةٌ is more appropriate and

38.	الدرس العاشر	أَسَلِّمُ	Morphology	أُسَلِّمُ	common used The correct one is using form *fi'il mudhari'* يُفَعِّلُ become أُسَلِّمُ
39.	الدرس الحادي عشر	يَخْرُجُ	Morphology	يُخْرِجُ	Based on context, يُخْرِجُ is more appropriate
40.		اِسْتَمِعُوْا	Morphology	اِسْتَمَعُوْا	Based on context, اِسْتَمَعُوْا using form *fi'il madhi* is more appropriate.

Based on the language error analysis table in the Arabic textbook for Middle School Grade 2 at Thamavitya Mulniti School of Thailand above, the researcher found 40 errors. The most errors were found in chapter 3 and 4, namely 7 errors each chapter. The percentage of the total number of language errors is presented in the following diagram:

Language Errors Chart

- Writing — 10%
- Morphology — 20%
- Syntactic — 70%
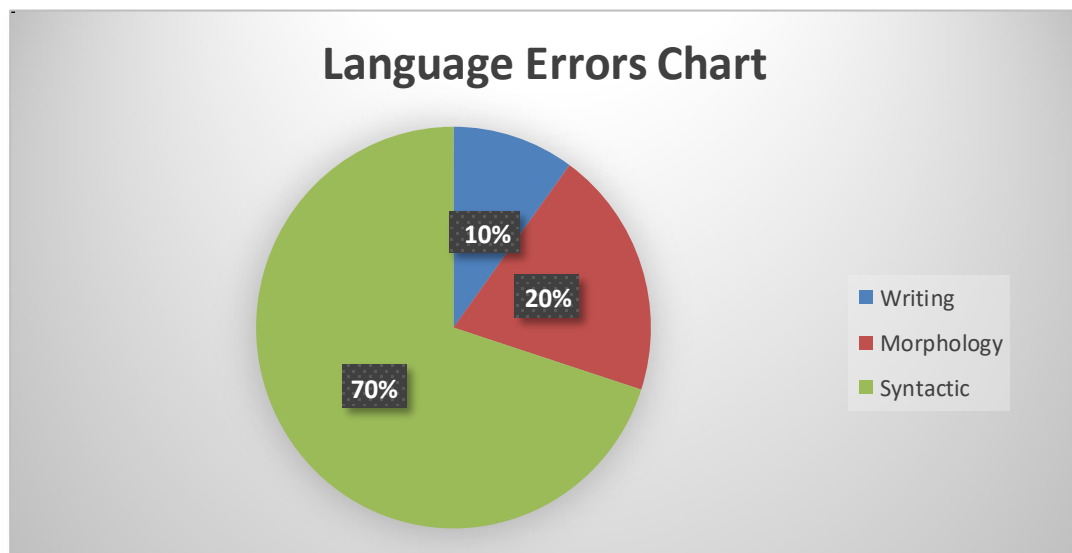
From the diagram above, it can be seen that the most dominant type of language error in textbook is syntactic error, which is 70%. The types of syntactic errors found consist of *mubtada' khabar, idhafah, maf'ul bih, na'at* and *man'ut, fi'il mudhari',* and *fi'il 'amr*. Most syntactic errors occur in the error of the *maf'ul*

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bih. Then the morphology error is 20% concict of *fi'il 'amr, fi'il madhi* and *fi'il mudhari'*. The error that the researcher found the least was writing errors, which was only 10% in the form of errors in writing *harakat*, *hamzah washl,* and *harf jar.*

The results of the analysis of language errors in the Arabic textbook for Middle School Grade 2 at Thamavitya Mulniti School of Thailand shows that almost all error categories are found in every chapter. This study also shows that syntactic errors is still popular errors that occur in Arabic textbooks. Not only that, writing errors and morphology errors are also included in the category that often occurs in this textbook. This shows that it is necessary for teachers to review the teaching materials used in classroom learning.

CONCLUSION

This study found that there were three types of errors that occurred in the Arabic textbook for Middle School Grade 2 at Thamavitya Mulniti School of Thailand. The types of language errors were spelling, syntax, and morphology errors. The most common errors found were syntax errors and morphology errors. Meanwhile, writing errors were very few in this textbook. From this study, the researcher hopes that teachers can be helped by this study. The researcher also hopes that this study can be developed in further research by analyzing other linguistic aspects using this textbook.

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