



## Analysis of Language Errors Syntactic Review for the *Tarkîb Washfî* Category in the Student Thesis

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### Abstract

This study aims to discover the mistakes in understanding and using Arabic grammatical rules, especially in the syntactic review of the *as-shîfah wa al-maushûf* category in the Arabic education student thesis (PBA). The research object is only limited to the discussion chapter, which results from the author's ideas and expressions as outlined in Arabic writing. This type of research is descriptive qualitative research with content analysis, which aims to examine, describe and evaluate the language errors of S1 PBA students at Sunan Kalijaga State Islamic University for 2020-2021. The results show that the most errors at the *as-shîfah wa al-maushûf* occur in the *mudzakkar wa mu'annats* rule than the rule *nakirah wa ma'rifah*. Factors that cause errors occur due to a lack of mastery of language and writing rules and the absence of intensive writing practice. The solution offered is to train to write intensively and explore the knowledge needed to support the writing skills (*mahârah al-kitâbah*).

**Keywords:** *language error analysis, syntactic, Tarkîb Washfî, Arabic script*

### Introduction

The thesis is the main requirement that must be taken by every student who will complete his studies (Machmud, 2016). Students majoring in Arabic are required to write their final assignment by reviewing the scientific area by the scientific field they have taken, namely about the study of Arabic. The thesis is written as a means to train PBA students to become researchers in research that produces scientific works. Therefore, thesis writing is a mandatory program in the curriculum structure of the Arabic Language Education Study Program. However, in the preparation of the final project, students can write a thesis using Arabic or Indonesian. They can choose to write it in Arabic or Indonesian (Maksudin et al., 2015).

According to Ammar (2016), regarding the policy of allowing PBA students of UIN Sunan Kalijaga to write Arabic or Indonesian thesis, he thinks this policy is inappropriate and tends to be detrimental to both the department and the students

themselves. Because it can weaken students in Arabic language skills. It can also be said that one of the markers that students can speak Arabic is the ability of students to write a thesis using Arabic (Nurman, 2019). Writing an Arabic thesis shows one's ability in Arabic language proficiency, both *mahârah al-Kitâbah*, *al-qirâ'ah*, *nahwu sharf*, *qawâ'id*, *imla'*, and *insya'*. Writing an Arabic thesis is very important to encourage students to improve their Arabic language skills, especially *mahârah al-Kitâbah*, as well as their understanding of the study of grammar rules and so on. (Ammar, 2016)

As the results of studies and research of Ammar (2016) related to the Arabic thesis written by the Arabic Language Education Department UIN Sunan Kalijaga, the majority of students wrote their thesis in Indonesian, and only a few students wrote the thesis in Arabic. This argument is shown by the results of his research, recorded from 2012 to 2015 that approximately 90% of the total PBA students of UIN Sunan Kalijaga wrote their thesis in Indonesian, and only a few wrote them in Arabic. This is influenced by various factors including, 1. Lack of student Arabic proficiency, 2. Lack of mastery of *qawâ'id al-lughah al-'Arabiyah*, 3. Less accustomed to writing in Arabic, motivation, and an unsupportive environment. In addition, students who write Arabic thesis or scientific papers in Arabic still experience language grammatical interference. Such as interference with the use of *ism maushûl*, *idhâfah*, *fi'il*, and *harf*. The reason is that the *nahwu sharf* learning system and method are not appropriate, the learning system only focuses on analyzing sample sentences, not practicing writing according to grammatical rules (Muliansyah & Baroroh, 2020). This shows that writing Arabic writing or thesis is difficult. The difficulty of writing Arabic (*mahârah al-Kitâbah*) is also shown from previous research conducted by Ainur Rasyidah on students majoring in Arabic language and literature at UIN Malang. Students have difficulty writing scientific papers in Arabic, as indicated by a decrease in the percentage of mastery of the material (both *nahwu* and *mufradât*) reaching 50%-56%. This is due to the lack of practice of *mahârah al-Kitâbah* and poor time management (Rosyidah, 2017).

As researchers have observed regarding Arabic thesis writing by PBA students in recent years, it has not shown significant data differences. However, students who have been brave and able to complete their Arabic thesis should also be given appreciation, both suggestions, and motivation to continue to build and encourage them to be even better. However, in writing Arabic final assignments written by PBA students, errors are often found both in terms of linguistics and non-linguistics. Broadly speaking, errors that are often found in language activities can be classified into a. linguistic category error, b. outward strategy error, c comparative category error, c. communication effect error (Arifatun, 2012). As for the linguistic category, language components can include phonology, syntax and morphology (grammar), and semantics (Pardosi et al., 2019). The analysis of syntactic errors was carried out on the components of the Arabic language which included sentence structure, word relationships that form grammar, the position of a word, and provisions regarding the rules of *nahwu*.

Before conducting research on syntactic error analysis in Arabic thesis, the researcher also conducted a literature review of other literature such as the work "analysis of syntactic errors in Arabic textbooks for Islamic religious colleges". The results of his research show that there are several kinds of errors that are often found

in the textbook, including errors in the use of *ism isyârah*, *man'ût na'at*, *fâ'il*, *ism maushûl*, *jawab syarh*, *khobar*, *'athaf ma'thâf*, and *nâ'ib al-fâ'il* (Suharto & Fauzi, 2017). The second is the research conducted by Ilzam Kamaludin about syntax errors in student thesis. The results of his research show that the forms of errors found in the student thesis are in the arrangement of *jumlab fi'liyyah*, *ismiyyah* arrangement, *man'ût na'at*, *idhâfah*, *'athaf*, use of *dhamîr*, *ism maushûf*, and Arabic numbers (*'adad ma'dûd*) (Kamaludin, 2019). The researcher also reviewed previous research as a comparison and confirmation of the position of the current research. Like previous research conducted by Hidayah and Asyrofi (2018). This research aims to find out some Charcoal errors found in the writing of Arabic textbooks. The errors found were in the categories of *nakirah ma'rifah*, *dhamîr*, *harf al-jarr*, *murakkab idhâfî*, *isim isyârah*, *jumlab ismiyyah*, and the *jumlab fi'liyyah*. The research is also equipped with justifications. The Arabic errors found in the writing of the textbook are due to the author's lack of accuracy in writing the Arabic text, the lack of human resources, and the lack of manpower to help edit the material in the textbook.

Language errors can occur both in spoken and written language (Nurkholis, 2018). Language errors occur in general due to deviations from language rules (Johan, 2013). language errors will always be there for Arabic language learners both in listening, speaking, reading, and writing skills. Similar to the results of research on language errors in speaking activities in debate videos, most language errors occurred in the syntax category with 29 forms of errors (Abdullah, 2021). Also, the results of a study by Supardi et al on the types of syntactic grammatical errors in Arabic phrases, found that there were 19 types of errors in 4 types of Arabic phrase structures (Supardi et al., 2017).

The object of this research is one of the objects in linguistic research, namely to examine and analyze the error of language learners in writing Arabic texts in the thesis. Therefore, the researcher intends to study the Arabic thesis of UIN Sunan Kalijaga students in the 2021 period within the scope of student understanding in syntactic studies or closely related linguistic rules of grammatical patterns with the focus of research on the category of errors in the use of *as-shifah wa al-maushûf*. It aims to determine the level of students' ability in Arabic language proficiency and skills. Because the message of ideas that are poured through good and correct writing will be easily understood by the reader, errors in language structure can affect aspects of communication such as causing ambiguous meanings and wrong understanding.

In this study, the authors conducted an analysis of Arabic errors with a focus on syntactic errors in the *as-shifah wa al-maushûf* category. The analysis is focused on one topic of discussion because the subject of discussion *as-shifah wa al-maushûf* alone already has various categories. The object of research is also the researcher focuses on Arabic texts by PBA students in the form of Arabic thesis or final assignments so that the quality of students' Arabic works is known. Researchers will review both theoretically and practically, providing improvements as well as steps that must be taken in improving Arabic writing skills (*mahârah al-kitâbah*) among students.

## Method

This research is qualitative research, which is a study that aims to describe and analyze a phenomenon, social activity, attitude, perception, or thought of people both

individually and in groups (Sukmadinata, 2017). The research design used is library research, which includes a series of activities related to library data collection, reading, recording, and processing data based on library collection materials (Sari & Asmendri, 2018). The approach used is an applied linguistic approach, namely in the field of error analysis. The approach steps taken include identifying, interpreting, and describing, as well as making corrections to syntax errors.

The research technique carried out is a documentation technique through matters relating to research variables in the form of texts, documents, notes, books, transcripts and so on that can complement the research data sources (Sarwono, 2006). The research that will be carried out by the researchers is to read and directly analyze the thesis manuscripts of PBA students for the period 2020-2021. while the interview technique was obtained through interviews with the source, namely the author of the related thesis. Interviews were conducted to find out the obstacles experienced by students in writing Arabic scripts as well as related to the development and history of student learning about linguistic rules.

In testing the validity of the data, the researcher uses the source triangulation technique, which is to check the validity of the data contained in the document (text) with data from interviews. Meanwhile, the data analysis technique was carried out in the form of content analysis (Muhadjir, 1998). The analysis was carried out by analyzing the contents of the Arabic thesis for PBA students at Sunan Kalijaga State Islamic University

## **Result And Discussion**

### *Language error analysis*

Language errors are part of the contrastive analysis (Misdawati, 2019). An analysis is a process that includes various steps that aim to explore, parse something to find out the core of the problem. The term error (error) has a synonym in the form of the word error (mistake)(Cahyaningrum, 2021). According to Tarigan in Hani'ah (2018), the two terms are synonymous but have different meanings. Error (error) is defined as a language error in the use of language that deviates from the language rules that apply in the target language. Meanwhile, the error (mistake) is the use of language that deviates from the applicable rules but is not considered a language violation. So that in this error analysis, it is focused on language errors because they deviate from the rules that apply in the target language.

Mantasiah and Yusri mention in their book that language error analysis means identifying and systematically classifying errors made by second language learners and studied according to linguistic theories. And these mistakes are not to be avoided but are used as a concern for the teacher to provide solutions and appropriate teaching steps according to the type of error made. In previous study conducted by Juliana Dameria et al, that error analysis is useful as a language learning process to analyze, observe, classify the errors of language learners to provide an overview of abilities, correct student errors, and increase teaching effectiveness, as well as to improve the language teaching methods used (Pardosi et al., 2019). According to Tarigan (2010), knowing the error is useful for

knowing the cause or background of the error, correcting the mistakes made by language learners, and preventing and avoiding the same mistakes in the future.

Errors that occur in language learners are influenced by various factors. According to Chomsky in Tarigan's (2010) book, language errors can be caused by two factors, namely fatigue, and lack of attention (performance factor), and errors due to lack of knowledge about language rules (competency factor). According to Norrish, in general, the causes of language errors are external factors, such as the learning environment, teaching materials used, teaching methods, or educator strategies. According to Richard, the causes of language errors are influenced by learning strategies, teaching techniques, the age of language learners, and sociolinguistic situations. However, he said this was not only influenced by external factors but also internal factors such as the language system or the complexity of the language being studied. In addition, the mother tongue factor also greatly influences the language errors of a language learner (Mantasian, 2020).

Language errors also often occur because language learners confuse or equate the structure of the first language and the second language. Thinking that the structure of the first language is similar or even the same as the structure of the second language will lead to errors between languages (intralingual) that can hinder and affect their language learning process (Musthofa & Azizah, 2020). As stated by Musthofa and Rosyadi (2020) in his article, that errors in arranging words in sentences (*Nabwu and Sharf*), limited vocabulary, psychological fears of students in learning Arabic, difficulty expressing ideas, difficulty in reconstructing phrases, are still problematic in teaching Arabic which often causes errors in Arabic learning itself.

According to Tarigan (2010), in analyzing language errors some procedures are used as guidelines in carrying out work, these procedures include several stages including:

1. Collecting data

Data collection was carried out before the error analysis was carried out. Data collection can be in the form of student essays, exam papers, speech or part of it related to language errors made by students.

2. Identify errors

Identification is done in the form of recognizing and sorting errors based on linguistic categories such as pronunciation errors, word formation, word merging, or sentence composition. This stage is done by recording any errors found. Burhan Nurgiyantoro in Sa'adah (2016).said, identification of errors can be done in an integrative way or comprehensively covers all aspects of language. Or only on certain aspects, such as the phonological or syntactic aspects.

In choosing certain linguistic aspects, researchers can also limit certain sub-sections, such as the use of verbs. So that the errors that are recorded are only errors that occur in the use of verbs. However, in conducting identification, a standard rule is needed that becomes a reference for conducting the analysis.

3. Explain and describe the error

After identifying the errors, the researcher analyzed the errors, explained and described the location of the errors based on linguistic rules. Error description is done by explaining the form of deviation in each error accompanied by showing the correct form. The error description is based on the linguistic aspect, while the error explanation is more psycholinguistic in nature with the aim of identifying the source and cause of the error.

4. Classifying errors

The researcher grouped several forms of error according to the form or nature of the error based on the limitations taken by the researcher.

5. Evaluate Errors

The analysis of language errors also aims to influence and provide pedagogical value to the improvement and improvement of the quality of language learning. So that the final step that must be done is to evaluate the results of the analysis which are then developed into suggestions for improving language learning. So that by knowing the location and type of error an educator can seek corrective steps as needed.

According to Thuaimah in Hani'ah (2018), in conducting language analysis three steps need to be done, including:

1. Identifying errors, namely to find out the position of deviations from the language rules
2. Describing errors, namely to explain and describe deviations that occur such as selection, wrong order, or placement
3. Interpreting errors, namely explaining the factors that cause deviations or language errors, then correcting and mentioning the correct ones (Hani'ah, 2018).

*Kinds of Language Errors*

According to Abduh Rajihi in Toto Suharto, error analysis is a further step from contrastive analysis as a result of applied linguistics. Error analysis is the application of language science to language learning. Language errors are common for speakers of a second language. Language errors can include interlingual and intralingual errors. Interlingual errors occur because of the influence of the mother tongue on the target language. In this error, the mother tongue is still often entered in the target language. The intralingual error is an error caused by the target language itself. Just as someone who studies Arabic and the errors that occur can be seen in the errors of sound order, its syntactic and morphological structure and other rules in Arabic, which are nothing but errors in the linguistic taxonomy of Arabic itself (Haniah, 2018).

Language errors are deviations that occur in the language taxonomy itself. In error analysis, there are four kinds of language errors, including (1) linguistic errors, (2) performance strategy errors, (3) comparative errors, (4) communication effect errors. In the area of linguistic errors or so-called errors in the language component itself, these

include phonological speech errors, morphological and syntactic errors, semantic and word-level errors, and discourse-level errors (Suharto & Fauzi, 2017).

#### *Grammatical (Syntactic) pattern errors*

Syntax in Arabic is often termed as *nahwu* science which discusses grammar related to *i'rab* (the final state of Arabic words) or sentence forms (Umroh, 2018). Syntax errors are errors in the form of a phrase or sentence construction. Syntax errors are common in the productive use of language, such as writing skills. According to Hussin in Suharto, there are seven types of errors in the syntax level of the text, namely errors in the use of *Dhamîr*, errors in the use of *shîfah maushûf*, errors in the use of *mubtada' khabar*, combining two verbs, the use of *maf'ûl bih*, the use of *ghair munsharif*, and the error of using *tamyîz* (Syalby, 1957). However, in this error analysis research, the researcher limits it to the category of *shîfah maushûf* level

#### *As-shîfah wa al-Maushûf*

According to Ahmad Shalby, the term *shîfah maushûf* in Arabic is also referred to as *man'ût na'at*. Both have the same meaning, namely the word or sentence that follows (تابع) on the word that follows (متبوع) both in terms of the properties it has or the nature of something that is *muttashil* with متبوع.

In the science of *nahwu*, *na'at* or *maushûf* has two types, the first is *na'at haqiqi* and the second is *na'at sababi*. *Na'at haqiqi* is *na'at* that following the law of the state of *man'ût* based on four things including (Syalby, 1957):

1. *I'rab* sign

The sign of *I'rab* (change of state at the end of an Arabic word or sentence) includes four types of *I'rab*. The first is *i'rab dhammah* like the word *كِتَابٌ جَمِيلٌ* هذا. The second is in the form of *i'rab nashab* as an example of *اِشْتَرَيْتُ كِتَابًا جَمِيلًا*. The third is *I'rab jarr*, for example, *جَلَسْتُ عَلَى كُرْسِيِّ جَدِيدٍ*. Fourth is *I'rab jazm*. *i'rab jazm* occurs specifically in *fi'il* (verb) sentences (Nuha, 2013).

2. *Ma'rifah Nakirah*

*Ma'rifah* words can be marked with *al-ta'rif* at the beginning of the word. While the *nakirah* words can be marked with *harakat tamwîn* at the end of the word. *Ma'rifah* means that the meaning and intent of the word or object is known, while *nakirah* is still general and global.

3. *Mudzakkar* and *Muannats*

If the *mat'bû'* or *man'ût* is in the form of a word that is of the *mudzakkar* or *muannats* type, then *tâbi'* or *na'at* must also follow it.

4. *Mufrad*, *Tatsniyah*, and *Jama'* (Singular, Double, and Plural)

If *man'ût* is in the form of the word *mufrad*, then *na'at* must also follow the form of *man'ût*, which is *mufrad*, and so on.

*Na'at sababi* is *tâbi'* who follows the law of his *mat'bû'* state in two respects, namely the sign of *i'rab* and *nakirah ma'rifah*. The state of *tâbi'* (which follows) is forever in the

form of *mufrad* (singular). *Matbû 'or man'ût* in *na'at sababi* follows the *mudzakkar* or *muannats* law of the following sentence. For example:

هذا منزل واسعة حديقته

هذا هو الوالد المجتهد صديقه

In *na'at sababi*, if the *man'ût* is in the form of *ism nakirah*, then the *na'at* may be in the form of the *fi'liyyah* sentence or the *ismiyah* sentence.

Arabic writing skills are considered skills It is difficult to learn, and the skill takes quite a long time to master this skill. Writing is integrated language skill aimed at producing something called writing (Rathomi, 2020). Analysis of syntactic review language errors at the *Maushûf* character level was carried out on several Arabic thesis texts for students of UIN Sunan Kalijaga Yogyakarta for the 2020-2021 period. As stated by Tarigan (2010), the researcher conducted error analysis through various steps. The steps taken are: collecting data, identifying data, describing and classifying, then making improvements and evaluations. The first step in the analysis is to collect data. The following is the title of the PBA student thesis written in Arabic:

1. Period 2020

a. Mamat Rachmat's work with the title ,

تطبيق برنامج النشاط للمناظرة في قسم تعليم اللغة العربية كلية العلوم التربوية وتأهيل المعلمين جامعة سونن كاليجاكا الإسلامية الحكومية (دراسة تحليلية من حيث المدخل الإتصالي)

b. M. Muchtar Firdausi's work with the title,

العوامل المؤثرة على جودة ترجمة النصوص العربية عند طلاب الفصل الثاني من العليا بمدرسة نور الأئمة الدينية بكوستا غيدي بوكياكرتا سنة الدراسية ٢٠٢٠/٢٠٢١

2. Period 2021

a. Ulfa Mawaddah Ahmad Opier's work with the title,

الدافعية في تعليم اللغة العربية لدى تلميذ الصف الحادي عشر في قسم العلوم الطبيعية الأول والثاني في المدرسة الإسلامية سيرام الغربية بمالوكوا

*Forms of errors and corrections*

The next step in error analysis is to identify the error, then describe and classify the error. Error analysis is carried out in the discussion chapter or chapter IV in the thesis. Based on the analysis activities that have been carried out by researchers on the Arabic-language thesis of PBA students at UIN Sunan Kalijaga. In the thesis written by Mamat Rachmat entitled:

تطبيق برنامج النشاط للمناظرة في قسم تعليم اللغة العربية كلية العلوم التربوية وتأهيل المعلمين جامعة سونن كاليجاكا الإسلامية الحكومية (دراسة تحليلية من حيث المدخل الإتصالي)

Researchers found several syntactic errors at the level of the nature of *maushûf* or *man'ût na'at*. The following are the types of errors:



Table 1. Syntactic errors at the level of the nature of *man'ût na'at*

No.	page	The Sentences that contain the errors	Error Category	Correction
1.	52	وفهم تقنيات وإستراتيجيات المسابقات المستخدمة فيها	Incompatibility with the <i>nakirah ma'rifah</i> law	Make <i>maushûf</i> in the form of <i>ma'rifah</i> وفهم التقنيات وإستراتيجيات المسابقات المستخدمة فيها  or become: وفهم تقنيات المسابقات والإستراتيجيات المستخدمة فيها
2.	63	بإستخدام اللغة الهدف وهي اللغة العربية	Incompatibility with the <i>mudzakkar mu'annats</i> law	بإستخدام اللغة الهدفة وهي اللغة العربية
3.	65	تقويم تعلم اللغة العربية الإتصالية	Incompatibility with the <i>mudzakkar mu'annats</i> law	تقويم تعلم اللغة العربية الإتصالي
4.	64	كوسيلة للتأثير على جودة التواصلية في الداخل أو الخارج المتعلقة بإستخدام اللغة	The discrepancy in the number of <i>mufrad, tatsniyyah, and mudzakkar mu'annats</i>	كوسيلة للتأثير على جودة التواصلية في الداخل أو الخارج المتعلقان بإستخدام اللغة

As for the second thesis text, namely the work of M Mukhtar Firdausi with the title,

العوامل المؤثرة على جودة ترجمة النصوص العربية عند طلاب الفصل الثاني من العليا بمدرسة نور الأمة الدينية بكويتا غيدي بوكياكرتا سنة الدراسية ٢٠٢٠/٢٠٢١

Researchers found syntactic errors at the level of the nature of *maushûf or man'ût na'at*, namely as follows:

Table 2. Syntactic errors at the level of the nature of *man'ût na'at*

No.	page	The Sentences that contain the errors	Error Category	Correction
1.	68	لا يستخدم النقطة مناسبة	Incompatibility with the rules <i>nakirah ma'rifah</i>	لا يستخدم النقطة المناسبة
2.	68	والترجم الصحيحة هي...	Incompatibility in the rules of <i>mudzakkar mu'annats</i>	والترجمة الصحيحة

3.	67	إنّ في ترجمة الطالب التالي	Incompatibility in the rules of <i>mudzakkar mu'annats</i>	إنّ في ترجمة الطالب التالية
4.	70	للنص ثاني	Incompatibility with the rules <i>nakirah ma'rifah</i>	للنص الثاني
5.	124	النص المترجمة	Incompatibility with the rules <i>nakirah ma'rifah</i>	النص المترجم

As for the third thesis text, namely the work of Ulfa Mawaddah Ahmad Opier with the title ,

الدافعية في تعليم اللغة العربية لدى تلميذ الصف الحادى عشر في قسم العلوم الطبيعية الأول والثاني في المدرسة الإسلامية سيرام الغربية بالوكوا

Researchers found syntactic errors at the level of the nature of *maushûf* or *man'ût na'at*, namely as follows:

Table 3. Syntactic errors at the level of the nature of *man'ût na'at*

No.	page	The Sentences that contain the errors	Error Category	Correction
1.	90	الصف الحادية عشر	Incompatibility in the rules of <i>mudzakkar mu'annats</i>	الصف الحادي عشرة
2.	93	التلاميذ المتفوقين	Incompatibility in the rules of singular and plural sentence	التلاميذ المتفوقين
3.	94	بفاعلية أكبر	Incompatibility in the rules of <i>mudzakkar mu'annats</i>	بفاعلية كبيرة أو بفاعلية كبرى
4.	96	أسلوب المعلمة الرتيب	Incompatibility in the rules of <i>mudzakkar mu'annats</i>	أسلوب المعلمة الرتيبة
5.	100	فيديويا تعليمية	Incompatibility in the rules of <i>mudzakkar mu'annats</i>	فيديويا تعليمي

From these several forms of errors, the researchers found various kinds of errors including errors in the *nakirah ma'rifah* rule as many as 3. Errors in the *mudzakkar mu'annats* rule as many as 10 errors, and errors in the rules of singular and plural sentences as many as 2 errors. Of the several forms of error, the error that often occurs is in the case of *mudzakkar mu'annats* then *nakirah ma'rifah*. In this case, the author is not careful and pays little attention to the applicable rules. In addition, the author is not careful and does not understand the form of *maushûf* which is characterized as the form of *maushûf* in the form of *idhâfab*. Where what is characterized is the sentence *mudzakkar* but the author does not pay attention to this and is deceived by other lafadz that is not

*maushâf*, as well as a misunderstanding in the plural form of singular so that it affects the selection of the right form of the word *shâfah*.

*Factors that cause language errors*

Based on the results of interviews with the authors and an analysis of their Arabic scripts, the factors that influence language errors that still often occur in Arabic writing and their relation to the skills of the book are as follows:

- a. Have not fully mastered the rules of language

In writing Arabic texts, it will be easy to write down the ideas of his thoughts and the message of meaning conveyed will be easily accepted if the structure of the writing conveyed is following the rules that should be.

- b. Not used to writing Arabic text

The problem that often occurs and is still very dominant is the lack of intensity in Arabic writing practice. Someone who has mastered the rules of the language will find it difficult to write Arabic text if he is not accustomed to writing. Someone will find it difficult to compose Arabic sentences because they have to think and find the right vocabulary, connect between words and sentences, and are bound by rules that must be considered in composing sentences. If this is not trained, it can hinder writing activities.

- c. Limited mastery of *mufrodât*

Limited mastery of *mufrodât* will affect writing activities. Someone who is writing in Arabic will be slow to write and find it difficult to express their ideas if their vocabulary is limited. This situation requires the author to frequently open the dictionary.

- d. Lack of mastery of the rules of changing word forms (*tashrîf*)

The form of error that also often occurs is the wrong writing of the form of the word change according to the *tashrif*. Usually, the writer is not careful and does not pay attention to the form of *tashrif* or changes in a word.

- e. Not careful and not paying attention to writing

What often happens is that there are minor errors due to the writer being less careful and not focusing on writing Arabic. Most of these errors deviate from the rules of language and even often deviate from the intended meaning.

- f. Language structure that deviates from native speaker.

Arabic writings were written by the majority of students still follow the structure of the Indonesian language. Where this is different and deviates from the structure of the Arabic language and its native speakers.

*Suggestions and solutions to overcome language errors in writing skills (mahârah al-kitâbah)*

1. For the PBA program, it is better to hold a learning program related to training and development of writing skills, not only training in writing *khat* but also writing free essays in Arabic (*insyâ'*)(Madkur, 2000).

2. Enriching vocabulary through dictionaries and reading Arabic texts. Because from reading a good and correct text, one can write well and correctly (Ahyar, 2018).
3. Conduct intensive writing exercises both independently and under guidance, taking part in Arabic writing training events provided on-campus or off-campus (Nufus, 2019).
4. Read more Arabic texts from native speakers such as Arabic newspapers, Arabic journals, or Arabic books to understand the language style and writing style of native speakers (Abas, 2012).
5. For students/prospective writers, eliminate the fear of writing. A writer must be willing to try and continue to improve the writing he wrote. Because if you are not trained to write, your writing skills and skills (*kitâbah*) will not develop.
6. Focus on the target language, namely Arabic, so that the written language follows the style and structure of the Arabic language, not the first language.

## Conclusion

The final project or thesis is a form of work and is the first step for students to conduct scientific research. Writing Arabic works requires mastery of Arabic language skills and abilities. Skills that are very much needed are writing skills (*mahârah al-kitâbah*). The skills needed in writing include mastery of linguistic rules, mastery of vocabulary, style of language, and the material presented. The author intends to analyze the understanding of the language rules of the PBA students through the analysis of syntactic errors in the category of Maushuf characteristics in the Arabic-language thesis of PBA students. The errors found were mostly found in errors in the rules of the nature of *maushûf* in the form of *nakirah ma'rifah* and *mudzakkar mu'annats* rules. These errors were caused by several things, including mastery of language rules that were not in-depth, not accustomed to writing Arabic texts, limited mastery of *mufradât*, not being careful and paying less attention to writing Arabic texts, and not understanding Arabic structures according to native speakers. This can be overcome by holding a book-learning program, both writing Arabic and khat essays in the PBA department, conducting intensive guided and independent exercises, and compensating for it by listening and reading good and correct original Arabic texts.

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