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THE INFLUENCE OF LOCAL DIALECTS ON PHONOLOGICAL ERRORS IN THE ARABIC LANGUAGE

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Abstract

Arabic language education is an important field of education in improving Arabic language and culture skills. However, many challenges remain in the Arabic language learning process, one of which is the error of *makharijul* huruf. To learn Arabic, we should be able to understand the letters contained in Arabic itself; the *hijaiyah* letters are the main letters for spelling and reading Arabic texts. This research is motivated by the phenomenon of students from the Singkil area who experience difficulties in reading Arabic texts with correct makhraj. The purpose of this study is to describe the influence of the village lahjah on errors in *makharijul* huruf forms in Arabic learning, especially when reading Arabic texts. The research method used is descriptive qualitative so that researchers can explain in depth the errors made by students. The data in this study comes from audiovisual recordings of students majoring in Arabic Language Education (PBA) at Al Washliyah University Darussalam Banda Aceh (UNADA) while reading Arabic texts. The factors causing these errors include environmental habits, the influence of their first language in the form of the Singkil dialect, learning motivation, and difficulty in correctly identifying the makhraj position. The novelty of this research lies in the mapping of specific phonetic distortion patterns due to phonemic interference in the Singkil dialect which has not been widely explored in previous studies, thus theoretically providing a significant contribution to the development of phonological theory.

تجريد

يُعدّ تعليم اللغة العربية مجالًا هامًا في التعليم، إذ يُسهم في تحسين مهارات اللغة والثقافة العربية. ومع ذلك، لا تزال هناك تحديات عديدة في عملية تعلّم اللغة العربية، من بينها أخطاء مخارج الحروف. ولتعلّم اللغة العربية، ينبغي فهم الحروف الموجودة فيها؛ فالحروف الهجائية هي الحروف الأساسية في تهجئة وقراءة النصوص العربية. وقد استُلهم هذا البحث من ظاهرة طلاب منطقة سينكيل الذين يواجهون صعوبة في قراءة النصوص العربية بمخارج حروف صحيحة. وتهدف هذه الدراسة إلى وصف تأثير اللهجة المحلية على أخطاء مخارج الحروف في تعلّم اللغة العربية، لا سيما عند قراءة النصوص العربية. وقد استُخدم في البحث المنهج الوصفي النوعي، ما يُتيح للباحثين شرح الأخطاء التي يرتكبها الطلاب شرحًا وافيًا. وتستند بيانات هذه الدراسة إلى تسجيلات سمعية بصرية لطلاب تخصص تعليم اللغة العربية في جامعة

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الوشلية دار السلام باندا آتشيه (UNADA) أثناء قراءتهم للنصوص العربية. تشمل العوامل المسببة لهذه الأخطاء العادات البيئية، وتأثير لغتهم الأم المتمثلة في لهجة سينكيل، ودافعية التعلم، وصعوبة تحديد موضع حرف الماخراج بدقة. تكمن جدة هذا البحث في تحديد أنماط التشوه الصوتي المحددة الناتجة عن التداخل الصوتي في لهجة سينكيل، وهو موضوع لم يُدرس على نطاق واسع في الدراسات السابقة، مما يُسهم نظريًا إسهامًا كبيرًا في تطوير النظرية الصوتية.

الكلمات المفتاحية :	**Abstrak**
التداخل الصوتي علم الأصوات تأثير اللهجة المحلية	Pendidikan bahasa Arab merupakan salah satu bidang pendidikan yang penting dalam meningkatkan kemampuan bahasa dan budaya Arab. Namun, masih banyak tantangan yang dihadapi dalam proses pembelajaran bahasa Arab, salah satunya adalah kesalahan *makharijul huruf*. Untuk mempelajari bahasa Arab, kita semestinya dapat mengetahui huruf-huruf yang terdapat pada bahasa Arab itu sendiri; huruf *hijaiyah* merupakan huruf utama untuk mengeja dan membaca teks berbahasa Arab. Penelitian ini dilatarbelakangi oleh fenomena mahasiswa yang berasal dari daerah Singkil yang mengalami kesulitan dalam membaca teks Arab dengan makhraj yang benar. Tujuan penelitian ini adalah untuk mendeskripsikan pengaruh lahjah kampung terhadap kesalahan bentuk-bentuk *makharijul huruf* dalam pembelajaran bahasa Arab, khususnya ketika membaca teks bahasa Arab. Metode penelitian yang digunakan adalah kualitatif deskriptif agar peneliti dapat menjelaskan secara mendalam kesalahan-kesalahan yang dilakukan oleh mahasiswa. Data pada penelitian ini bersumber dari hasil rekaman audiovisual mahasiswa jurusan Pendidikan Bahasa Arab (PBA) Universitas Al Washliyah Darussalam Banda Aceh (UNADA) saat membaca teks bahasa Arab. Adapun faktor penyebab kesalahan tersebut meliputi kebiasaan lingkungan, pengaruh bahasa pertama berupa dialek Singkil, motivasi belajar, serta kesulitan mengidentifikasi letak makhraj dengan benar. Kebaruan penelitian ini terletak pada pemetaan pola distorsi fonetis yang spesifik akibat interferensi fonemik dialek Singkil yang belum banyak dieksplorasi dalam studi terdahulu, sehingga secara teoretis memberikan kontribusi signifikan terhadap pengembangan teori fonologi.

Kata kunci:

Fonologi
Interferensi
Fonetik Arab
Pengaruh Dialek Lokal

A. Introduction

Education is a crucial means for developing individual potential (Dede Ahmad, 2022) in order to achieve a better standard of living (Hardi Yanti, 2023). In the context of language education, Arabic occupies a strategic position both as a tool of global communication (Rahma Salbiah, 2021) and as a religious language that connects Muslims worldwide (Ekayanti, n.d.). The uniqueness of Arabic lies in its phonological system (ʿIlm al-Aṣwāt), in which the accurate pronunciation of the ḥijāʾiyyah letters based on *makhārij al-ḥurūf* is of paramount importance (Devya Kartika, 2025). Even minor errors in articulation may not only affect linguistic aesthetics but also risk causing significant semantic distortion (Maskari, n.d.).

Despite the recognized importance of *makhārij al-ḥurūf*, empirical evidence indicates substantial challenges in its acquisition in Indonesia. At the Arabic Language Education Program (PBA), Faculty of Teacher Training and Education (FKIP), UNADA, a phenomenon has been identified in which students encounter difficulties in achieving articulatory fluency. Preliminary observations reveal that many students originating from the Singkil region tend to transfer features of their local dialect (*lahjah*) into their Arabic pronunciation. Dialect is understood as a variety of language that is deeply embedded sociolinguistically and often difficult to avoid (Puput Nurshafnita, 2023).

To date, numerous studies on challenges in Arabic language learning have primarily focused on general linguistic aspects (Hardi Yanti, 2023), such as phonology, morphology, and syntax, or on managerial factors, including teaching methods and learner motivation (Rosda Wati, 2024). However, there remains a scarcity of research that specifically investigates the interference of particular local dialects—namely, the Singkil dialect—on the accuracy of *makhārij al-ḥurūf* at the tertiary education level. Consequently, a notable gap exists in the literature concerning how the phonetic characteristics of regional languages in Aceh influence the production of distinctive Arabic sounds.

Although the importance of precise articulation based on *makhārij al-ḥurūf* has been widely discussed, empirical findings indicate that pronunciation problems persist, particularly among non-native Arabic speakers with strong local dialect backgrounds. Previous studies generally examine issues in Arabic language learning from broad linguistic perspectives—such as phonology, morphology, and syntax—or from non-linguistic factors, including teaching methods, motivation, and learning management. Nevertheless, most of these studies have not specifically addressed the interference of particular local dialects on *makhārij al-ḥurūf* accuracy, especially within higher education contexts. Moreover, prior research tends to focus on elementary and secondary school students, thereby providing limited insight into the continuity of phonological errors among university students who are academically prepared to become Arabic language educators.

In response to these limitations, the present study aims to fill this research gap by analyzing the influence of the Singkil dialect (*lahjah* Singkil) on *makhārij al-ḥurūf* errors among students of the PBA Program at UNADA Banda Aceh. Unlike previous studies, this article positions local dialect as a key variable in phonetic and phonological analysis, while simultaneously situating it within the students' sociolinguistic context. Thus, this research not only contributes to the academic discourse on regional language interference in Arabic

language learning but also offers practical implications for the development of more contextualized and learner-centered instruction in ʿIlm al-Aṣwāt.

This study is motivated by the critical importance of pronouncing ḥijāʾiyyah letters accurately in accordance with their respective makhārij al-ḥurūf, in order to prevent semantic alteration when reading Arabic texts. Such challenges are closely linked to various learning difficulties that commonly arise in the instructional process. These difficulties can be classified into two main categories: linguistic problems, encompassing phonology, morphology, syntax, and semantics, and non-linguistic problems, including learning motivation, teaching methods, and the learning environment. Furthermore, the diversity of students' backgrounds also contributes significantly to learning challenges (Puput Nurshafnita, 2023). In this regard, educators are required to adopt appropriate instructional strategies to enhance students' proficiency in reading Arabic texts accurately and effectively.

B. Research Methods

This study employs a descriptive qualitative research method using a case study design to examine errors in makhārij al-ḥurūf in Arabic language learning among students of the Arabic Language Education Program (PBA) at UNADA. Qualitative research is defined as research aimed at describing and analyzing phenomena in depth (Syifa Salsabila, 2024).

The research was conducted in Pulo Sarok Village, Singkil District, Aceh Singkil Regency, Aceh Province. This study adopts a descriptive qualitative approach with a case study design that emphasizes in-depth analysis of makhārij al-ḥurūf errors resulting from local dialect interference. The informants consisted of 18 participants: five TPA teachers in Singkil District, one village head (Geuchik) of Pulo Sarok, six female perwiridan participants, two TPA students, and five students of the Arabic Language Education Program (PBA). Informants were selected through purposive sampling based on their direct involvement in Arabic language learning and pronunciation practices, as well as their daily use of the Singkil dialect. The number and diversity of informants were considered sufficient, as qualitative case study research does not aim at statistical generalization but rather seeks to obtain in-depth and comprehensive understanding from multiple relevant perspectives. Limiting the research scope to community members and students originating from Pulo Sarok Village, Singkil District, Aceh Singkil Regency, was intended to maintain dialectal homogeneity, thereby enabling a more focused and valid analysis of phonological interference in Arabic pronunciation and ensuring methodological rigor and accountability of the findings.

In addition to observation and interviews, a specifically designed test instrument was employed to measure phonological accuracy:

- **Oral Test:** Students were asked to read a list of Arabic words and sentences containing letters with articulation points (*makhraj*) that frequently experience dialectal interference, such as *ʿain, khāʾ, qāf,* and *ṣād.*

- **Audio Recording:** Each pronunciation was recorded using high-quality recording devices to facilitate repeated and detailed phonetic analysis.

The collected data were analyzed using the interactive model proposed by Miles, Huberman, and Saldaña, which consists of three systematic stages:

1. **Data Reduction:** The researcher selected and filtered recordings and field notes, focusing solely on consistent *makhārij al-ḥurūf* errors influenced by the Singkil dialect.

2. **Data Display:** The data were presented in the form of tables classifying phonetic errors and phonetic transcriptions to illustrate the sound shifts that occurred.

3. **Conclusion Drawing:** Patterns of relationships between the local dialect and obstacles in Arabic articulation among students were formulated.

4. **Data Trustworthiness (Validity and Reliability)**

   To ensure the credibility of the findings, triangulation techniques were employed:

   - **Source Triangulation:** Comparing students' test results with information obtained from Arabic language experts regarding their pronunciation proficiency.

   - **Technique Triangulation:** Verifying consistency among observational data, in-depth interview findings, and test results on *makhārij al-ḥurūf* accuracy.

   - **Member Checking:** Re-discussing the findings with informants (students) to confirm the accuracy of the researcher's interpretations of their pronunciation errors.

Data collection techniques consisted of two main types: primary and secondary data. Primary data were obtained directly by the researcher from the research site. Primary data sources included: (1) observation, defined as systematic attention to a particular object using all senses to collect data, employed to ensure objective aspects such as the environmental conditions of Pulo Sarok Village, Singkil District, Aceh Singkil Regency; (2) interviews,

conducted to gather data from informants through social interaction; and (3) tests, used as instruments to collect data on students' Arabic language usage through oral reading tasks. Secondary data were obtained through documentation methods, which served as supporting evidence. The collected documents were used to strengthen data validity and completeness, thereby enhancing the credibility and accountability of the research findings.

C. Result and Discussion

This study in-depth examines the various challenges faced by students of Al Washliyah Darussalam University Banda Aceh in the pronunciation of Arabic letters (*Hijaiyah*) when reading Arabic texts. This study found that local language has a considerable influence on Arabic language skills, especially in pronunciation *Makharijul Letter*. Learning *Tahsin* focuses on proper articulation (*makharij al-huruf al-hijaiyah*) based on the standards of native Arabic speakers. Difference in sound articulation (*makharij al-huruf*) between native speakers and individuals learning Arabic as a second language (such as Indonesian speakers) present a variety of distinctive learning barriers (Stuttgart, 2025). The strong village dialect causes most students to have difficulty in pronouncing certain letters that are not found in their local language. His influencelek loka is the main factor in the mispronunciation of hijaiyyah letters (Wa Ode, 2025). This has implications for repeated errors in reading Arabic texts, both in terms of tajweed and accuracy *Makhraj*. The findings confirm that more adaptive and easy-to-understand learning media is needed to help the community, especially students in the Singkil area. Therefore, the preparation of a tajweed guidebook with a simple, clear, and practical design is the right solution. This research is very important to be researched more deeply, because with the presence of the guidebook, the people of Singkil will find it easier to understand the material, especially related to *makharijul* letters, so that they can improve the quality of reading the Qur'an correctly according to the rules of tajweed and reading Arabic texts correctly when learning.

1. Results

Al Washliyah Darussalam University Banda Aceh is one of the favorite universities of the Singkil community. It is not surprising that the number of students from Singkil on this campus is quite large, so that it gives its own color in the learning process. Their presence brings the characteristics of the use of regional languages that often appear, even in the classroom. However, the use of this local language turns out to be carried away when reading Arabic texts. As a result, pronunciation is often influenced by the Singkil

dialect so that the accuracy of the *makharijul* of the letters becomes less precise, there are even some letters that are wrong in the pronunciation. This phenomenon shows that the local language has a considerable influence on Arabic reading skills, making it an important concern in learning.

An interview with Mardini, a student of Al Washliyah Darussalam University (UNADA), revealed that there are fundamental problems in reading Arabic texts among students from Singkil. Although most of them have studied the Qur'an since childhood, those abilities often stop at the basic stage. After being able to read, they tend to ignore the correct reading laws and no longer develop reading skills according to the rules of tajweed. As a result, the pronunciation of letters is often not in accordance with the standard of letter makhrajul.

Furthermore, the use of local languages in daily life has a significant impact. The village dialect inherent in student communication is carried over into the reading of Arabic texts, resulting in mispronunciation. In addition, the limited knowledge of some teachers who have obtained their knowledge from generation to generation without certainty of validity actually strengthens the occurrence of reading errors. Another factor that also plays a role is the lack of the habit of reading the Qur'an regularly. Due to the infrequent practice, students' tongues become stiff and it is increasingly difficult to pronounce letters according to the rules of tajweed.

The factors or causes of errors in the pronunciation of *makharijul* letters in singkil are as follows:

a) **The Influence of Local Languages (Singkil Dialect)**

The village dialect that is carried over into daily communication greatly affects people's tongues when reading Arabic texts. As a result, some letters are pronounced to resemble local sounds, resulting in pronunciation errors.

b) **Lack of Habit of Reading the Qur'an Regularly**

Many students and the community rarely practice reading, so the tongue becomes stiff and it is difficult to pronounce the letters according to the correct makhraj.

c) **Qur'an Learning That Stops at the Basic Level**

Most of them have been studying since childhood, but after being able to read, they no longer pay attention to the laws of tajweed reading. As a result, reading skills are not developed and are often mistaken.

d) **The Limitations of Teacher Quality**

Some teachers recite or teach to acquire knowledge from generation to generation without clear validation, so that mistakes in tajweed teaching continue to be repeated from generation to generation.

e) **Limitations of Tajweed Learning Special Program**

Routine activities or recitations emphasize more on the recitation of surah (such as Yasin), but do not focus on improving the reading. This causes the pilgrims not to receive in-depth guidance about the *makharijul* of letters.

f) **Lack of Varied Learning Media**

So far, learning has relied heavily on traditional methods in the form of reading books. The lack of use of audio-visual media makes it difficult for people to imitate the correct pronunciation of letters from authentic sources.

g) **Influence of the Family Environment**

There are still many parents who cannot read the Qur'an, so they are unable to guide their children at home. This has an impact on the slow development of children's reading even though they have studied at the TPA.

2. **Discussion**

The mistake of the Arabic dialect (lahjah) is almost inevitable, because the background of Arabic language learners who come from various tribes and regions makes the lahjah they use tend to be tied to their respective regional tribes. (Maskuri, n.d.).

Knowing the elements of sound is very important in learning the dialect (*lahjah*). Such sound elements include:

a. Phonetics

In linguistics, phonetics is a branch of science that studies the sounds of language scientifically and objectively, without first relating it to functions or meanings in a particular language. The primary focus of phonetics is the way sounds are produced, channeled, and received**,** so this study emphasizes the physical aspects of language sounds. The discussion of phonetics can be exemplified by the words علم and ألم, the sounds

ع and أ are both phonemes that have differences in their place of origin (makhraj). The

following are examples of kesaahlal and the place where *the makharijul of* the letters comes out.

Mufradat		Reasons for Error	The place of exit of the letter makhraj
ثمر	سـمر	Equalization between *makharijul* of the letters س and ث	س= the tip of the tongue with the cavity between the upper and lower teeth, close to the upper teeth The tip of the tongue with the tip of the two upper teeth
زجاجة	جحاجة	Equalization between the letters ج and ز	ج = the middle tongue with a straight palate on top ز = the tip of the tongue with the cavity between the upper and lower teeth, close to the upper teeth
ذلك	جلك	Equalization between *makharijul* of the letters ذ and ج	ذ = the tip of the tongue touches the upper incisors ز = the tip of the tongue with the cavity between the upper and lower teeth, close to the upper teeth
علم	ألم	Equalization between *makharijul* of the letters أ and ع	أ = lower throat ع = Middle Throat

b. Fonologi

In linguistics, phonology is a branch of science that studies *the Aswat* (sound) of language as a system in a certain language. If phonetics discusses sound from a physical perspective (how sound is produced), then phonology examines the function of sound in distinguishing meaning and rules of its use in language.

Mufradat		Reasons for Error	Meaning
True	False		
ثمر	سمر	Equalization between *makharijul hijaiyah* letters that almost have similarities	Fruit
زجاجة	جحاجة	Excessive equalization carried out by the students in the pronunciation of *makharijul* letters	Bottle
ذلك	جلك	Excessive equalization between *makharijul hijaiyah* letters that almost have similarities	The
علم	ألم	It is difficult to distinguish the pronunciation between the *hijaiyah* letters between أ and ع	Nature

At this point, students of Al Washliyah Darussalam University Banda Aceh do not have too many significant errors, it's just that it is still difficult to distinguish letters that are almost as makhraj as ز، ج، ذ and ك، ق and ع، أ are influenced by the frequent use of local languages.

Solutions to errors *Makharijul Letter* in using *Lahjah* Arabic namely:

1) **Intensive Tajweed Training**

   Organize special training on *makharijul* letters that focus on the letters that are most often mistaken due to the influence of lahjah, such as *'ain, qaf, or ha*.

2) **Use of Audio-Visual Media**

   Make a voice recording of a reciter or sheikh who is fluent in reciting Arabic letters, then listened to repeatedly to the public and students so that the tongue is used to following reading standards.

3) **Creation of Simple and Contextual Teaching Materials**

   Design a tajweed handbook with easy-to-understand explanations, accompanied by pictures of articulated organs, sound comparison tables, and practical exercises.

4) **Habituation in Routine Activities**

   Integrating tajweed training into the wiridid, recitation, and TPA activities so that people are used to training their tongues repeatedly.

5) **Teacher Training**

Improving the quality of teachers through tajweed workshops so that they can provide examples of correct reading, not only based on hereditary traditions.

6) **Collaboration between Academics and Religious Extension Workers**

Involving lecturers, students, and Islamic religious extension workers in community assistance, so that learning is more systematic and measurable.

7) **Family Assistance**

Encourage the role of parents to get children used to practicing reading the Qur'an at home with the right guidance, so as not to get carried away by the village dialect.

This phenomenon confirms that the problem of reading skills in the holy book of the Qur'an is not only influenced by teaching factors, but also by the influence of regional languages, the intensity of reading habits, and the quality of teachers who guide. Therefore, these findings strengthen the urgency of research in compiling teaching materials for *makharijul* letters. Teaching materials that are designed systematically, scientifically valid, and accompanied by supporting media such as audio-visual are an urgent need to help students and the community overcome pronunciation obstacles due to the influence of local languages.

Thus, this confirms the reason why the design of *makharijul* letter teaching materials needs to be implemented immediately. Its existence is expected to be a solution in improving the accuracy of reading, improving the quality of teaching, and fostering a culture in the correct reading of the Qur'an for students and the wider community.

The findings of this study show that errors in the pronunciation of *makharijul* letters are still dominant in letters that have similarities in articulation places, such as the similarity between the letters ز، ج، ذand أ and ع, both in students and the community of Pulo Sarok Village. This finding is in line with a study conducted on grade VII students of MTs Al-Washliyah Sigambal which showed that most of the pronunciation errors in the form of changing one consonant letter to another letter due to the influence of the first language and difficulty identifying the location of the articulation. The similarity of these findings indicates that regional language interference is a consistent factor affecting the ability to pronounce *hijaiyah* letters, even though the study subjects are at different levels of education.

However, this study shows different characteristics compared to the study on students of SMA Muhammadiyah 1 UNISMUH Makassar who found the highest error rate in makhraj al-lisan, followed by *al-halq* and *al-jauf*. In the context of this study, errors in the throat and certain letters still appear even though the subjects have had experience learning Arabic and are involved in religious activities on a regular basis. This difference shows that the intensity of formal learning does not necessarily eliminate the influence of the local dialect if it is not accompanied by a well-directed habit of articulation.

Furthermore, phonological research on children aged 9-10 years which highlights the many mistakes in the pronunciation of *hijaiyah* letters provides an idea that phonological errors are problems that can arise from an early age. The study expands on these findings by showing that similar errors do not only occur in children, but can also persist into adulthood and higher education levels if not treated systematically. Thus, the contribution of this study lies in the mapping of the continuity of cross-age letter *makharijul* errors and the strong role of local dialects as linguistic factors influencing Arabic pronunciation.

D. Conclusion

This research has succeeded in developing innovative and interesting letter *makharijul* teaching materials with the support of audio-visual media. The results of validation and implementation show that this teaching material is effective in improving the understanding of basic *tajweed* and helping to reduce *hijaiyyah* illiteracy in the Singkil community, both among the general public and students.

Theoretically, this research contributes to the development of the study of Qur'an education, especially in the use of learning media that is adaptive to local sociolinguistic characteristics (*lahjah*). These findings also strengthen the evidence that the integration of audio-visual media is effective in learning basic literacy and *tajweed*.

Practically, the teaching materials developed can be used as official references and guidelines for teachers, religious extension workers, and academic institutions, especially the Arabic Language Education Study Program (PBA) UNADA, in an effort to standardize the quality of the community's Qur'an reading through a simple and applicable approach.

Further research is suggested to develop this teaching material in the form of an interactive mobile application to make it more accessible independently. In addition, it is necessary to conduct trials on community groups with more diverse cultural and dialect backgrounds to test the level of adaptability and effectiveness of the material more broadly.

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