ANALYSIS OF MISPRONUNCIATION OF *MAKHĀRIJ AL-HURŪF* IN ARABIC *HIWĀR* LEARNING

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ARTICLE INFORMATION

ABSTRACT

This research aims to identify the locations of mispronunciations of the *makhārij al-hurūf* in conversations (*hiwār*) in the VII PPS Babussalam class in the city of Bandung. Additionally, it serves as an evaluation tool for Arabic language learning to improve the learning process and provide solutions or treatments to students to enhance their *makhārij al-hurūf* pronunciation. Correcting *makhārij al-hurūf* errors is crucial as they can affect the meaning. This research utilizes a qualitative descriptive research method. The population of this research includes all the students in the VII PPS Babussalam class in the city of Bandung, and it was conducted on May 17, 2023, at the VII PPS Babussalam class in Bandung. Data collection involved interviews, tests, and documentation, followed by analyzing all data in narrative form. Based on the research findings, it can be concluded that there are 426 mispronunciations of *makhārij al-hurūf* in the *hiwār* in the VII PPS Babussalam class in Bandung. These errors include mispronunciations in Al-Jauf (Mouth Cavity), totaling three errors with a percentage of 0.70%, falling into the deficient category; mispronunciations *in Al-halq* (Throat), totaling 204 errors with a percentage of 47.89%; falling into the high category; mispronunciations in *al-lisān* (Tongue), totaling 171 errors with a percentage of 40.14%, also falling into the high category; mispronunciations in *al-syafatain* (Two Lips), totaling 35 errors with a percentage of 8.22%, falling into the low category; and mispronunciations in Al-Khaiysyum (Nasal Cavity), totaling 13 errors with a percentage of 3.05%, falling into the low category. These pronunciation errors occur due to the student's lack of understanding of the correct *makhārij al-hurūf* pronunciation, such as not being aware of the pronunciation differences between Indonesian and Arabic, the absence of specific attention from teachers to correct each student's pronunciation, and the lack of practice. This study recommends further research in analyzing the mispronunciation of *makhārij al-hurūf* letters with different research objects, namely the mispronunciation of *makhārij al-hurūf* letters in Arabic news.

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INTRODUCTION

Learning the Arabic language is often faced with various linguistic and non-linguistic challenges. Linguistic issues include problems directly related to the language, which can be observed from the perspectives of phonology, morphology, syntax, and semantics. On the other hand, non-linguistic issues pertain to problems that are not directly related to the language being studied by students but can impact the success or failure of language learning. The issues that often arise in students during Arabic language learning are linguistic problems. One of the issues that many students frequently make and even consider unimportant is errors in terms of Phonology (Algabri et al., 2022).

Phonology is a branch of linguistic study that examines the sound system of a language (Maharani et al., 2023). In the study of phonology, there are several essential aspects, one of which is the pronunciation of *makhārij al-hurūf* (Rahmatia et al., 2021). Understanding and mastering *makhārij al-hurūf* is crucial in correctly pronouncing Arabic letters. Because if one does not have a good command of the pronunciation of *makhārij al-hurūf*, it can lead to changes in word meaning and communication ambiguity (Supriyadi et al., 2019).

Students often make mistakes in pronouncing *makhārij al-hurūf*. These errors can hinder adequate understanding and communication in Arabic (Nazir et al., 2019). Several issues were identified based on the researcher's observations in the Arabic language class for seventh graders at PPS Babussalam in Bandung City. These include students' low proficiency in reading Arabic texts, such as reading texts hesitantly, errors in the length of pronunciation, and pronouncing *makhārij al-hurūf*. Therefore, the researcher attempted to analyze the mispronunciation of *makhārij al-hurūf* in *hiwār* in the seventh-grade class at PPS Baabussalam to identify common problems and provide appropriate solutions.

Previous studies on the analysis of *makhārij al-hurūf* errors have been conducted by several researchers, including First Research conducted by Ekayanti, Enung Mariah S, and Fatkhul Ulum. The results showed that there were 375 mispronunciations of *makhārij al-hurūf*, namely pronunciation errors that were not following *al-jauf* (oral cavity), *al-halq* (throat), *al-lisān* (tongue), *al-syafatain* (two lips) and *al-khaisyum* (nasal cavity). The most mistakes are in the *makhraj al-lisān* (tongue), which has 220 mistakes. The factor that causes these errors is that students cannot distinguish and pronounce the sound of one letter from another (Ekayanti, 2019). Second, research was conducted by Nida Khairani Nasution and Lahmuddin Lubis. The results showed that there were 69 mispronunciations of *makhārij al-hurūf*, with a meager error rate found in *makhraj al-jauf* and *al-khaisyum* and the highest error rate found in *makhraj al-halq* (Nasution & Lubis, 2023). Third, research was conducted by Istiqamah Nuramaliah, Sitti Muthmainnah, and Mantasiah. The results showed that the total number of pronunciation errors of *hijaiyyah* letters based on *makhārij al-hurūf* was 600 errors, with the most errors located in the pronunciation of sounds produced in the articulation area (*makhārij al-hurūf*) *al-halq* as many as 325 errors (Nuramaliah, 2019). Fourth, research conducted by Hardilawaty. The results of this study indicate that students' ability to read the Qur'an is in a low category. Students' lack of awareness caused them to practice more often in learning the *makhārij al-hurūf*. The error in mentioning *makhārij al-hurūf* in the high category is in *makhraj al-lisān*, which is 215 errors (Hardilawaty, 2020). Fifth, the research was conducted by Ratna Asih, Ahmad Miftahuddin, and Zaim Elmubarok. The results of this study show that there are several student errors in reading Arabic texts, such as consonant

errors in the throat group (الحلق) and tongue group (اللسان), vowel errors, diphthong errors, double consonant errors (الشدة), and article assimilation errors (ال). The factors causing language errors in reading skills include linguistic factors and non-linguistic factors. Non-linguistic factors include low interest and motivation in language and lack of application of Arabic (Asih et al., 2020).

Several studies have reviewed the analysis of *makhārij al-hurūf* errors in the Qur'an, Arabic story texts, and simple Arabic sentences. However, few researchers have specifically examined the analysis of *makhārij al-hurūf* errors in Arabic *hiwār*. Error analysis in this *hiwār* can provide further insight that mispronunciation of *makhārij al-hurūf* occurs not only in reading the Qur'an or Arabic texts. However, this can also occur in Arabic conversation, and it can cause obscurity of meaning and disability in communication (Ilmiani et al., 2021). Therefore, this study aims to determine the location of student errors in the pronunciation of *hiwār* that do not follow the rules of *makhārij al-hurūf* to correct these pronunciation errors and improve the quality of Arabic language learning.

METHOD

This research employs qualitative research methodology. According to Sugiyono, qualitative research is a method grounded in the post-positivism philosophy, utilized to examine natural object conditions. The researcher's position serves as a critical instrument. Data collection techniques involve triangulation (combination). Data analysis is inductive (qualitative), and the research results emphasize meaning over generalization (Sitanggang et al., 2018). This study is descriptive. Descriptive research is a form of research that aims to describe existing occurrences, whether they are scientific or human-made events. Descriptive research attempts to describe and interpret something (Rusandi & Muhammad Rusli, 2021).

The subjects in this study are all 15 students of class VII PPS Babussalam, consisting of 5 male students and 10 female students. The research was conducted on May 17, 2023, at PPS Babussalam in Bandung. The data collection strategy involved observation, interviews, tests, and documentation. According to Sugiyono, in qualitative research, data is obtained from various sources using diverse data collection techniques (triangulation) and is carried out continuously until data saturation is reached (Priyambodo & Hasanah, 2021). The researcher used triangulation that involved various sources, including taking notes and documents, such as audio recordings.

In analyzing the data, the researcher went through several stages, including 1) listening to the recordings of students reading the *hiwār* (conversation) correctly and identifying the locations of pronunciation errors, 2) noting the pronunciation errors made by the students of class VII PPS Babussalam while reading Arabic conversation (*hiwār*), 3) analyzing each sound produced by the students while reading the conversation text in terms of the correct articulation of letters (*makhārij al-hurūf*), 4) classifying pronunciation errors of *makhārij al-hurūf* according to their types, 5) calculating the percentage of pronunciation errors of *makhārij al-hurūf* in each type, 6) concluding and describing the obtained data for explanation in the discussion points.

RESULT AND DISCUSSION

Language Error Analysis

Error is a deviation, while language is an oral and written communication activity. George said an error is an "unwanted form," precisely a Form That a particular course designer or teacher does not want. The meaning of unwanted form here deviates from grammar rules (Aini, 2018).

Meanwhile, according to Tarigan, error analysis is a work procedure that can be used by language researchers or teachers, which includes activities to collect error samples, identify errors contained in the sample, and evaluate the seriousness of these errors. So, it can be concluded that language error analysis is a work procedure used to find language errors orally and in writing (Widhiastuty & Murdana, 2023).

Language error analysis is an in-depth process of identifying and understanding errors that arise in language use. It involves understanding the rules of grammar, spelling, and communication style. By analyzing language errors, one can evaluate the extent of understanding and correct application of language rules in a text. Language error analysis includes identifying grammatical, syntactical, and semantic errors. Grammatical errors relate to violations of grammatical rules, such as improper word usage or incorrect sentence structure. Syntactical errors highlight discrepancies in the arrangement of words and phrases in a sentence. Meanwhile, semantic errors are related to understanding the meaning of words or phrases that can lead to confusion or misunderstanding (Akbari, 2018).

In addition, language error analysis also involves assessing spelling, punctuation, and writing style. Spelling errors can include incorrect writing of words or improper use of letters. Punctuation errors, such as commas or periods, can affect sentence comprehension. Meanwhile, writing style analysis involves assessing whether the writer's style is appropriate for the context and purpose of the communication (Zaid et al., 2019). The importance of language error analysis lies in the effort to improve the quality of communication. By identifying and understanding errors, one can learn from the experience and avoid similar mistakes in the future. In addition, language error analysis can also be an effective tool in language learning and writing skill development. One can improve their language skills and become a more effective communicator by paying particular attention to these aspects (Mamnunah et al., 2021).

Language error analysis is a systematic approach to examining and understanding errors that occur in language use. As a basic concept, language error analysis provides deep insights into the linguistic aspects that affect comprehension and expression in communication. In this case, the main focus is Arabic, a language rich with history, structure, and deep nuances of meaning (Mukroji et al., 2022).

The importance of language error analysis is inseparable from the theoretical foundations that support it. This page will discuss the linguistic theories that form the basis of error analysis. These include theories of grammar, syntax, and semantics, which form the basis of understanding the structure of the Arabic language. In tajweed, concepts such as *makhārij al-hurūf* (where letters come out) may also be included in the theoretical foundation for phonetic understanding. This page will discuss in depth the grammatical aspects of Arabic error analysis. It includes the tracing of grammatical, structural, and syntactical errors. For example, this analysis may involve identifying improper word usage, errors in verb conjugation, or sentence structure incongruities.

Analyzing spelling and word usage errors is essential to understanding how much a speaker can express himself accurately. This page will discuss errors such as incorrect lettering, inappropriate word choice, or use of vocabulary that lacks context. The introduction of spelling rules and Arabic dictionaries can be the basis for this analysis. The analysis includes reflections on common errors, suggestions for improvement, and the implications of understanding the error analysis in the context of learning Arabic. The importance of correcting these errors is not only limited to the linguistic level but also creates opportunities for improving cultural understanding and use of Arabic in various communicative contexts.

Arabic Language Error Analysis

Arabic error analysis is a critical process of identifying and understanding errors in Arabic language usage. This analysis involves understanding Arabic grammar, sentence structure, spelling, and proper word usage. Its main goal is to correct and improve Arabic language proficiency, especially in written communication. First, the Arabic error analysis will focus on grammatical aspects, such as conjugation rules, sentence structure, and standard word usage. Errors in proper word selection, sentence placement, or letter and vowel usage may occur. In this analysis, it is essential to understand the norms of the Arabic language and identify the violations that occur (Musthofa et al., 2022). Next, the error analysis will pay attention to the spelling aspect. Spelling errors may include improper lettering, neglect of punctuation, or incorrect word choice. Paying attention to spelling details is very important in Arabic because small changes in letters or writing can change the meaning of a word.

Arabic error analysis also includes evaluating the use of idioms, expressions, and phrases that may not fit the context or purpose of communication. This includes understanding the meaning of figurative or common expressions in Arabic. Through Arabic error analysis, individuals can understand their weaknesses in communicating in writing, learn from them, and improve their language skills. This process not only helps improve linguistic proficiency but also increases understanding of Arabic culture and the richness of the Arabic language. Errors in Arabic are a natural part of learning, and their analysis is essential for better mastery of the language (Zaid et al., 2019). The error analysis referred to in this study is to discover students' mistakes in pronouncing Arabic words in *hiwār* that do not follow the rules of *makhārij al-hurūf*.

Makhārij al-hurūf

The etymology of *makhārij al-hurūf* originates from Arabic and consists of two words: *"Makhārij "* and *"Hurūf." Makhārij* is the plural form of the word *makhārij,* which means the place of articulation or the point of exit. On the other hand, *hurūf* is the plural form of the word *harf,* which means letters (Ulfah et al., 2020). Therefore, *makhārij al-hurūf* refers to the points of articulation or where the letters (*Hijaiyyah* letters) exit or are pronounced (Purnamasari, 2022).

In terminology, *makhārij al-hurūf* refers to the points of articulation, which are the places where the letters stop or the sounds of a word are produced when the word is pronounced, distinguishing one letter from another (Amin, 2021). H. Subhan Nur stated that *makhārij al-hurūf* is the point of exit or the location of the pronunciation of letters. Meanwhile, Hafidh states that *makhārij al-hurūf* is the point of exit or where *Hijaiyyah* letters are

pronounced (Kistoro & Kurdiansyah, 2022). Therefore, *makhārij al-hurūf*, when translated into English, means the point of exit or the location where letters are pronounced (Istiqomah & Al-Badrani, 2020).

According to Quranic scholars, there are a total of 17 *makhārij al-hurūf*, which are divided into two categories: those that are general and those that are specific (Amin, 2021). However, in this case, the researcher places greater emphasis on the general category, which consists of five total *makhārij al-hurūf*, as follows: First, *al-jauf* (الجوف) refers to the oral and throat cavity. Three letters are included in this *makhraj*, commonly known as the *mad* letters. These letters are ا (*alif sukun*) when preceded by a letter with *fathah* (upper line), as in the example word أَنْصَار. ي (*ya sukun*) when preceded by a letter with *kasrah* (bottom line) as in the example word سَبِيْل. و (*wau sukun*) when preceded by a letter with *dhammah* (front line), as in the example word رُءُوْسٌ (Oktaviani & Husin, 2022). Second, *al-halq* (الحلق) refers to the throat. Within the *al-halq makhraj* are three subdivisions: a) *Aqshal Halq*, meaning the lower part of the throat. Two letters emerge from *aqshal halq*: *hamzah* (ء) and *ha* (ه). b) *Wasthal Halq*, meaning the middle part of the throat. From *wasthal halq*, two letters are pronounced: *'ain* (ع) and *ha* (ح). c) *Adnal Halq*, meaning the upper part of the throat. Two letters are articulated from *adnal halq*: *kha* (خ) and *ghain* (غ) (Basid et al., 2022). Third, *al-lisān* (اللسان) is divided into four parts: a) *Aqshal lisān*, meaning the base of the tongue. Two letters are pronounced from this *makhraj*: *qof* (ق) and *kaf* (ك) (Fitria & Al Farisi, 2023). b) *Wasthal lisān*, meaning the middle of the tongue. From *wasthal lisān*, two letters are pronounced: *jim* (ج), *syin* (ش), and *ya* (ي). c) *Hafatul lisān means* the edge of the tongue. There are two letters in this *makhraj*: *dhod* (ض) and *lam* (ل). d) *Tharaful lisān*, which is the tip of the tongue. Eleven letters emerge from *tharaful lisān*: *nun* (ن), *ra* (ر), *tha* (ط), *dal* (د), ta (ت), *shod* (ص), *sin* (س), *zai* (ز), *dzho* (ظ), *dzal* (ذ), and *tsa* (ث) (Rhain et al., 2023). Fourth, *al-syafatain* (الشفتين) refers to the two lips (Alwan & Maulani, 2023). Four *Hijaiyyah* letters come from this *makhraj*: *fa* (ف), *wau* (و), *ba* (ب), and *mim* (م). Fifth, *al-khaisyum* (الخيشوم) refers to the base of the nose (Daulay et al., 2022). This *makhraj* is a complement (*mukammil*), while the original *makhraj* for these letters is in the mouth. For the letter *nun* (ن) at the tip of the tongue and the letter *mim* (م) at both lips, the original *makhraj* for these letters is perfected (*mukammal*) with the presence of *al-khaisyum makhraj* (Amri, 2019).

The Objective Condition of the Ability of Seventh-Grade Students in Pronouncing *Makhārij Al-Hurūf*

The objective condition of seventh-grade students' ability to pronounce *makhārij al-hurūf* Arabic letters at Pondok Pesantren Babussalam Bandung shows the challenges. It needs to improve phonetic skills in reading the Qur'an. Some aspects that can be a trigger for attention in analyzing this condition include (1) Understanding of *makhārij al-hurūf* Letters; Grade VII students show a poor understanding of *makhārij al-hurūf*, which is the place where letters come out in Arabic pronunciation. It may include an inability to identify and pronounce certain letters from the correct place, such as the exit of letters from the lips, tongue, or throat. (2) Effect on Qur'an Recitation: Limitations in pronouncing *makhārij al-hurūf* can directly impact Qur'anic recitation. Students may have difficulty pronouncing verses properly and correctly, affecting their understanding of meaning and fluency in worship. (3) Lack of Practical Practice: This may reflect a lack of practical practice in honing phonetic skills. Learning that focuses on theory without involving actual practice in pronouncing Arabic letters can contribute to students' lack of proficiency. (4) The Need for Interactive Learning Approaches: A more interactive and hands-on learning approach is needed to improve students' ability to pronounce Arabic letters. This approach could include phonetic practice sessions, direct mentoring from teachers, and supportive multimedia resources. (5) Parent and School Involvement: Involving parents and school authorities to improve students' ability to read the Qur'an well can be a practical step. Active involvement from both parties can create a supportive and motivating learning environment for students. Through the analysis of these objective conditions, it is hoped that Pondok Pesantren Babussalam Bandung can design more effective learning programs, including teaching strategies that encourage students to develop the skill of pronouncing *makhārij al-hurūf* Arabic letters better so that they can read the Qur'an fluently and understand its meaning more deeply.

Analysis of Mispronunciation of *Makhārij Al-Hurūf* in Arabic *Hiwār* Learning

Hiwār comes from Arabic, which means question-answer, conversation, and dialogue (Saepurrohman & Nurhayati, 2020). Conversation is the exchange of thoughts or opinions on a particular topic between two or more people (Nalole, 2018). According to Gumperz, conversation is a form of cooperative activity through communicative interaction (Faiz Fahrullah et al., 2022). In Arabic language learning, enhancing students' speaking abilities becomes very important. However, in this regard, the pronunciation of *makhārij al-hurūf* in *hiwār* (dialogue) must be correct to understand the expressed sentences quickly.

Table 1. *Makhārij Al-Hurūf* Letter Error Analysis Results

| No | Student's Name | Articulations Points | | | | |
		Al-Jauf	*Al-Halq*	*Al-Lisān*	*Al-Syafatain*	*Al-Khaisyum*
1.	Albar	-	12	10	2	1
2.	Almaira	-	9	7	-	-
3.	Aqdan	1	15	9	3	1
4.	Dendi	-	14	9	2	1
5.	Devi	-	6	5	-	1
6.	Dina	-	14	17	3	1

No	Student's Name	Articulations Points	No	Student's Name	Articulations Points	No
7.	Fathiya	1	17	16	3	1
8.	Fatwa	-	15	15	4	1
9.	Kalila	-	16	9	1	1
10.	Keysha	-	17	16	4	1
11.	Nabila	-	10	7	-	1
12.	Novi	1	17	21	3	-
13.	Putri	-	15	9	3	1
14.	Radith	-	12	10	3	1
15.	Raka	-	15	11	4	1
	Total	3	204	171	35	13
	Grand Total			426		

The table above indicates that among the 15 students of class VII PPS Babussalam, several mispronunciations of articulation points of letters do not adhere to their proper pronunciation rules, totaling 426 errors. These mistakes are categorized into several parts, which include mispronunciations related to *al-jauf* (the cavity of the mouth), *al-halq* (the throat), *al-lisan* (the tongue), *al-syafatain* (the two lips), and *al-khaiysyum* (the nasal cavity). Each student exhibits varied errors, with discrepancies in the specific locations of their mispronunciations.

The existence of very diverse mispronunciation of *makhārij al-hurūf* letters occurs in various words and letters, such as in the word أَنْظُرْ There are many mistakes in this word namely, there are 11 people, most of whom pronounce it using *ikhfā*. In contrast, pronouncing Arabic texts is independent of the laws of tajweed, unlike reading the Qur'an. Then, in the word اللَّوْحَةِ, الأَحَدِ, الحَاسُوْبُ in *makhraj* ح is pronounced chiefly with no wind as if there is no exhalation, whereas it should be pronounced like the sound of breathing. In the word اِقْرَأُ, *makhraj* ق is often confused with *makhraj* ك because the letters can be said to be not much different, but the pronunciation of ق is mostly not in its *makhraj* place. Likewise, the pronunciation of أُكْتُبِ should be pronounced with hams on the letter ك but is pronounced like the letter K in Indonesian. The most common mistake is the confusion between the pronunciation of the letters أ and ع, for example in the word, نَعَمْ is often pronounced using أ instead of ع, and the opposite example is in the word, جَاءَ usually pronounced with,ع which should be pronounced using the letter أ. In addition to the mixed pronunciation, there is also a lack of pronunciation in the word خَمْسَةٌ on *makhraj.* خ the way it should be pronounced is with a voice that sounds rough, namely *kha'*. In the pronunciation of *makhārij al-hurūf* letters, Indonesians are different from Arabs; most Indonesians are still carried away by their mother tongue, in contrast to Arabs who speak daily using Arabic so that the pronunciation can be said to be fluent. For example, in the pronunciation of the word, اَلثَّقَافَةُ which is on the *makhraj* "*fa*" and "*tsa*," in this pronunciation, there are often

mistakes. Most of them are pronounced with *'pa'* instead of *'fa,'* the letter f in Indonesian is not one of the original letters of the Indonesian language but a levy letter, so the pronunciation becomes unfamiliar and results in the mispronunciation of the letter ف as *'pa'* not *'fa.'*
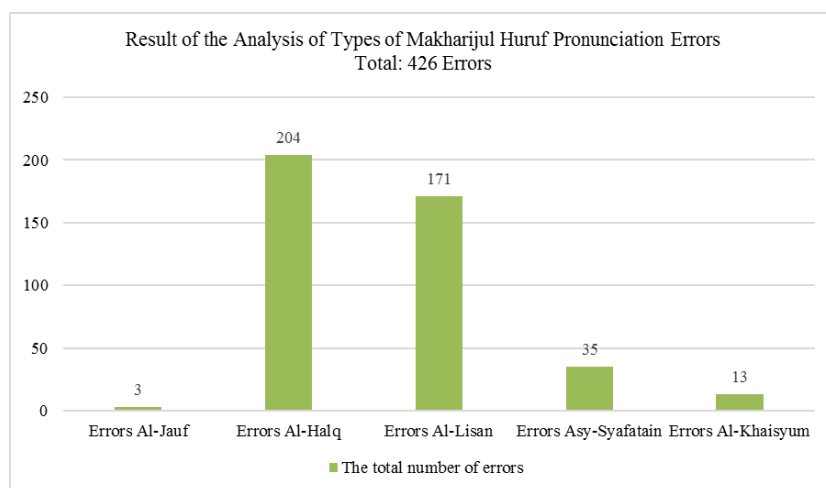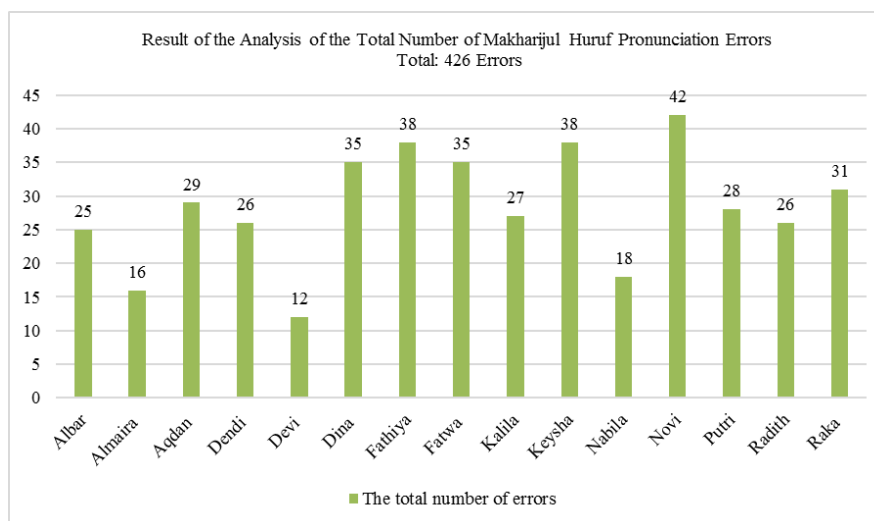

Diagram 1. Result of the Analysis of Types of *Makhārij al-hurūf* Pronunciation Errors

The diagram above illustrates the total count of different mispronunciations of the *"makhārij al-hurūf"* categorized. Errors occurring in *al-jauf* amount to 3 mistakes, accounting for a percentage of 0.70%, falling into the deficient category. Meanwhile, mispronunciations in *al-halq* amount to 204 errors, constituting 47.89%, which falls into the high category. Errors in *al-lisān* total 171 mistakes, representing 40.14%, also categorized as high. Mispronunciations in *al-syafatain* count for 35 errors, making up 8.22%, categorized as low. Finally, mispronunciations in *al-khaisyum* totaled 13 errors, representing 3.05% and falling into the low category.

Errors in *al-jauf* rarely occur because the letters included in *al-jauf* are very few, usually occurring only in pronouncing the letter أ only, namely the lack of mouth opening when pronouncing it. In this study, the most mistakes in *al-halq* occur even though the letters included in *al-halq* are only six letters, but the letters in *al-halq* are, on average, letters that are difficult for students to pronounce such as the letters ع ,ح ,خ ,غ. Students' mistakes in pronouncing these four letters are less in place, so the sound sounds different. Errors in *al-lisān* include the second most frequent error after *al-halq*; *al-lisān* is divided into several parts so that the errors are very diverse, such as in the letters ت ث ك students pronounce it without hamsnya while in the letter ق because it is located on the tip of the tongue and is closest to the throat, it is challenging to pronounce especially done by beginners. Errors in *al-syafatain* in students often occur in the letters ف and ب in pronouncing them. Some are too tight,

and some are not tight enough. Finally, errors in *al-khaisyum*, in *al-khaisyum* this is very rare because the letters are included in the easy ones to pronounce.

Diagram 2. Result of the Analysis of the Total Number of *Makhārij al-Hurūf* Pronunciation Errors

The diagram above depicts the total number of mispronunciations of *"makhārij al-hurūf"* for each student. Among the students, Albar made 25 errors, Almaira made 16 errors, Aqdan made 29 errors, Dendi made 26 errors, Devi made 12 errors, Dina made 35 errors, Fathiya made 38 errors, Fatwa made 35 errors, Kalila made 27 errors, Keysha made 38 errors, Nabila made 18 errors, Novi made 42 errors, Putri made 28 errors, Radith made 26 errors, and Raka made 31 errors. From this diagram, it can be concluded that the lowest number of mispronunciations of "*makhārij al-hurūf*" is 12, made by Devi, while the highest number is 42, made by Novi.

This pronunciation error is caused by students' lack of understanding of the pronunciation of good and correct *makhārij al-hurūf* letters, such as not knowing the difference in pronunciation in Indonesian and Arabic. Likewise, there is no special attention from the teacher to correct each student's pronunciation because pronunciation needs a habit to be trained to pronounce *makhārij al-hurūf* letters fluently, and learning it also requires a long process.

CONCLUSION

Based on the research findings, it can be concluded that there are 426 mispronunciations of "*makhārij al-hurūf*" in the *hiwār* (dialogue) within class VII of PPS Baabussalam in Bandung. These errors encompass mispronunciations related to *Al-Jauf* (the cavity of the mouth), amounting to 3 errors, accounting for 0.70%, falling into the deficient category. Errors related to *Al-Halq* (the throat) total 204 errors, representing 47.89%, categorized as high. *Al-Lisān* (the tongue) accounts for 171 errors, making up 40.14%, also categorized as high. *Al-Syafatain* (the two lips) includes 35 errors, constituting 8.22%, categorized as low, while *al-khaisyum* (the nasal cavity) comprises 13 errors, representing 3.05%, categorized as low. Mispronunciations of *makhārij al-hurūf* occurred across all types but predominantly in *al-halq* (the throat). These mispronunciations happened due to students' lack of understanding about the correct articulation of letters, such as not recognizing the differences in pronunciation between Indonesian and Arabic, lack of specific attention from

teachers to correct each student's pronunciation, and absence of practice. To address this issue, interventions could involve integrating the discussion of *tahsīn* in Arabic language lessons and correcting students during their reading skills (*maharah qira'ah*).

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AUTHOR CONTRIBUTIONS STATEMENT

The principal researcher (NK) designed the research assisted by its members (EAA) to collect research data, (NK) served as a research reviewer who provided many suggestions regarding the methodology and techniques of data collection and analysis, and (NK) provided reinforcement regarding aspects of the Arabic language. (NR) and (PS) as a research assistant in the field of data collection and data documentation.

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