



ANALYSIS OF ERRORS IN WRITING HIJAIYYAH CONNECTING LETTERS IN GRADE 2 AT MI MA'ARIF BEGO SLEMAN YOGYAKARTA

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Abstract

Writing hijaiyyah letters is a fundamental skill in Arabic language learning, particularly at the Madrasah Ibtidaiyyah (MI) level. Grade 2 students at MI Ma'arif Bego experienced difficulties in writing connected hijaiyyah letters correctly, including errors in letter position, form, connection, and harakat, which may alter word meanings. This descriptive qualitative study aims to identify the types and causes of these errors. Data were collected through observations of students' worksheets, interviews with Arabic teachers, and documentation of students' written work. The findings reveal four major error types: letter position, letter form and connection, harakat and layout, and letter separation. The novelty of this study lies in integrating orthographic error analysis with the perspectives of Arabic morphology (Sharaf) and word derivation (Isytiqaq), demonstrating how elementary writing errors affect morphological structure and lexical meaning. The errors were mainly caused by students' limited understanding of connected-letter rules and insufficient writing practice. The study recommends intensive writing exercises, the use of posters, lined exercise books, and hijaiyyah letter cards, as well as systematic classroom practice to improve students' Arabic writing skills.

Abstrak

Penulisan huruf hijaiyyah merupakan keterampilan dasar dalam pembelajaran bahasa Arab, terutama di tingkat Madrasah Ibtidaiyyah (MI). Peserta didik kelas II MI Ma'arif Bego mengalami kesulitan dalam menulis huruf hijaiyyah bersambung sesuai kaidah, seperti kesalahan posisi, bentuk, penggabungan, dan harakat yang dapat mengubah makna

kata. Penelitian ini menggunakan metode deskriptif kualitatif untuk mengidentifikasi jenis dan penyebab kesalahan tersebut. Data diperoleh melalui observasi Lembar Kerja Peserta Didik (LKPD), wawancara dengan guru bahasa Arab, dan dokumentasi hasil tulisan peserta didik. Hasil penelitian menunjukkan empat jenis kesalahan utama, yaitu kesalahan posisi huruf, bentuk dan penggabungan huruf, harakat dan tata letak, serta pemisahan huruf. Kebaruan penelitian ini terletak pada analisis kesalahan penulisan yang tidak hanya mengidentifikasi bentuk kesalahan secara ortografis, tetapi juga mengaitkannya dengan teori Sharaf dan Isytiqaq untuk menjelaskan pengaruh kesalahan terhadap struktur morfologi dan makna kata. Kesalahan tersebut disebabkan oleh kurangnya pemahaman terhadap kaidah penyambungan huruf serta minimnya latihan menulis. Penelitian ini merekomendasikan latihan menulis secara intensif, penggunaan media poster, buku latihan bergaris, dan kartu huruf hijaiyyah, serta pembiasaan menulis secara sistematis dalam pembelajaran bahasa Arab.

A. Introduction

Arabic language learning aims to develop students' ability to use the language, both actively (orally) and passively (in writing). Language experts agree that Arabic language learning encompasses four main skills, namely listening skills (*maharah al-istima'*), speaking skills (*maharah al-kalam*), reading skills (*maharah al-qira'ah*), and writing skills (*maharah al-kitabah*).¹ One of the important skills in learning Arabic is writing skills (*maharah kitabah*).

Etymologically, kitabah comes from the word كُتِبَ - يَكْتُبُ - كِتَابَة, which means to write, while in terms of terminology, kitabah is the ability to recognize written symbols and arrange them into words in accordance with the rules of writing through the sense of sight.² At the Madrasah Ibtidaiyyah (MI) level, Arabic language learning plays an important role in building the foundation of students' abilities to understand the Qur'an and Arabic in general. One of the basic competencies taught is writing skills, where students are not only required to recognize Hijaiyyah letters, but also to be able to read, connect, and separate these letters according to the rules of Arabic writing.³ Therefore, writing skills must be trained from an early age to build a strong foundation in mastering Arabic grammar at the next level.

¹ lailatul Qomariyah Abdul Qodir, "Pembelajaran Maharah Kitabah D Kelas 5 MI Ghozaliyah Sumbermulyo Jogoroto Jombang," *Seminar Nasional SAINSTEKNOPAK Ke-5 LPPM UNHASYTEbu Ireng Jombang* 75, no. 17 (2021): 6.

² Hanif Irfan, "Analisis Faktor-Faktor Kesulitan Menulis Huruf Abjad Bahasa Arab," *Lisanan Arabiyyah: Jurnal Pendidikan Bahasa Arab* 3, no. 02 (2020): 129–152, <https://doi.org/10.32699/liar.v3i2.1054>.

³ M. Waton, M. N., Humairoh, Z., & Sholichah, "Pengembangan Bahan Ajar Kitab Tahaji Untuk Meningkatkan Tahsinul Kitabah Kelas 2 MI Kebokicak Dapurkejambon Jombang," *Abnauna: Jurnal Pendidikan Anak* 03, no. 01 (2024): 51–59.

However, in practice, many second-grade MI students face various difficulties in connecting Hijaiyyah letters. One example of a common difficulty is mistakes in connecting the letter ك (kaf) at the beginning or middle of a word. This error is caused by students' lack of understanding of the changes in the shape of Hijaiyyah letters at the beginning, middle, and end of words, as well as a lack of writing practice. In addition, learning methods that lack variety and limited use of interactive learning media also contribute to errors in practicing connecting Hijaiyyah letters.⁴

Based on the results of observations of the work of grade 2 students at MI Ma'arif Bego in connecting Hijaiyyah letters, there were several errors that the researchers grouped into four main categories, namely 1) Errors in letter position, such as errors in connecting the letter ك at the beginning and middle of the words مكتب and كراسة, and the letter ة at the end of the words محفظة and كراسة, which are mostly not connected. 2) Errors in form and combination: such as mistakes in distinguishing between the letters ذ and ز when connected, connecting the letters و and ظ in the word موظف, and errors in writing ج and ح at the beginning of words. 3) Errors in harakat and layout: Students often make mistakes in reading and writing harakat even though there are guidelines. 4) Separation errors, for example in the writing of the letters ن and ل as well as و and س in the word قلنسوة.

Initial classroom observations conducted by the researchers also confirmed this problem. Among the students' worksheets analyzed, recurrent errors were found in connecting hijaiyyah letters, particularly in letter position, letter connection, harakat, and letter separation, indicating that these errors were systematic rather than incidental.

Empirical evidence also indicates that difficulties in Arabic writing remain one of the most persistent problems among beginning learners. Previous studies by Laela, Basuki, and Kholifah analyzed students' writing errors and Arabic learning methods,⁵ while Wijaya and Aman identified both linguistic and non-linguistic factors affecting students' writing difficulties, particularly their inability to distinguish connectable and non-connectable hijaiyyah letters.⁶ Similarly, Ulhaq and Imron classified students' writing errors into letter substitution, incorrect letter connection, letter addition, and letter omission, focusing primarily on descriptive error categorization. Meanwhile, studies on Arabic morphology have mainly examined students' errors in composition writing (*insyā'*)

⁴ Dafa Febra Laela and Danang Dwi Basuki, "Implementasi Metode Imla' Dalam Pembelajaran Bahasa Arab Menyambung Huruf Di Sekolah Dasar Islam Bekasi," *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah* 8, no. 1 (2024): 90, <https://doi.org/10.35931/am.v8i1.3138>.

⁵ Anggraeni Cipta Wijaya and Moh. Aman, "Problems of Learning to Write Arabic for Eighth Graders at Islamic Junior High School 'Muhammadiyah 48' Cikupa Tangerang," *Al-Muyassar: Journal of Arabic Education* 3, no. 1 (2024): 12–19, <https://doi.org/10.31000/al-muyassar.v3i1.9298>.

⁶ Wijaya and Aman, "Problems of Learning to Write Arabic for Eighth Graders at Islamic Junior High School 'Muhammadiyah 48' Cikupa Tangerang,," hlm. 12-19.

at higher educational levels by emphasizing *Sharaf*, without investigating elementary learners' mastery of connected hijaiyyah letters or relating orthographic errors to the process of word derivation (*Isytiqaq*).⁷ Therefore, previous studies have generally focused either on the classification of writing errors or on instructional methods, without explaining the linguistic implications of these errors from the perspectives of *Sharaf* and *Isytiqaq*.⁸

This study addresses this gap by integrating orthographic error analysis with the theories of Sharaf and Isytiqaq to explain how errors in writing connected hijaiyyah letters influence Arabic morphological structure and lexical meaning. In addition, this study proposes evidence-based instructional strategies through the use of posters, lined exercise books, and hijaiyyah letter cards to improve elementary students' mastery of connected hijaiyyah letters.⁹

Based on these considerations, this study aims to (1) identify and classify the types of errors made by second-grade students of MI Ma'arif Bego in writing connected hijaiyyah letters, (2) analyze the causes of these errors from the perspectives of Sharaf and Isytiqaq, and (3) formulate pedagogical recommendations for improving Arabic writing instruction at the elementary level. The findings are expected to contribute theoretically by enriching the study of Arabic orthographic errors from a morphological perspective and practically by providing teachers with evidence-based instructional strategies to improve students' mastery of connected hijaiyyah letters.

B. Method

This study uses a qualitative descriptive method, which aims to describe the types of errors made by second-grade students at MI Ma'arif Bego in writing Hijaiyyah letters and identify their causes. Qualitative research was chosen because of its naturalistic nature, allowing for an in-depth analysis of real phenomena in the field.¹⁰ The participants in this study were 72 second-grade students at MI Ma'arif Bego, and all students' worksheets (LKPD) were analyzed as the primary source of research data.

⁷ Diva Dhiya Ulhaq and Arif Arif Tasrikin Imron, "Error Analysis in Arabic Writing Among Grade 7B Students: A Case Study of Chapter 2 'Facilities at School,'" *IJIE: International Journal of Islamic Education* 3, no. 2 (2024): 81–90, <https://doi.org/https://doi.org/10.35719/ijie.v3i2.2167>.

⁸ Nita Zakiah and Puji Rahayu, "Morphological Errors in Arabic Writing at Daarul Khair Islamic School," *Muaddib: Journal of Arabic Language and Literature* 2, no. 1 (2025): 82–93, <https://doi.org/https://doi.org/10.51190/muaddib/v02i01.41>.

⁹ Toto Suharto and Ahmad Fauzi, "Analisis Kesalahan Sintaksis Dalam Buku Teks Bahasa Arab Untuk Perguruan Tinggi Keagamaan Islam," *Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 4, no. 1 (2017): 20–37, <https://doi.org/10.15408/a.v4i1.5274>.

¹⁰ Marinu Waruwu, "Pendekatan Penelitian Pendidikan: Metode Penelitian Kualitatif, Metode Penelitian Kuantitatif Dan Metode Penelitian Kombinasi (Mixed Method)," *Jurnal Pendidikan Tambusai* 7, no. 1 (2023): 2896–2910.

The researcher collected data directly from primary sources through observations, interviews, and documentation, supported by secondary data from relevant literature.¹¹ The data collection techniques used were 1) Observation, observing the results of the Student Worksheet (LKPD) to identify the types of errors in connecting Hijaiyyah letters. 2) Interviews, conducting interviews with teachers to explore information about the learning methods used and the factors causing errors. 3) Documentation, collecting archives of LKPD results as primary data supported by literature from related books and journals.¹²

The steps for observing and analyzing errors using 'Abduh Al-Rajih's theory include 1) Identifying and recording errors, the researcher observed the results of the Student Worksheets of grade 2 MI Ma'arif Bego, and recorded several errors. 2) Describing errors, the researcher classified the errors based on their type. 3) Making efforts to correct errors, the researcher analyzed the main factors causing several errors and provided solutions to minimize errors in writing Hijaiyyah letters made by students in Arabic language learning.¹³

The collected data was then analyzed using Miles and Huberman's theory. The process of analyzing the data went through three stages, namely: 1) Data condensation, which was carried out to filter and summarize all important information according to the field data, in order to focus more on aspects relevant to the research title. 2) Data presentation, which presented and described the data obtained systematically, and aimed to describe several types of errors often made by second-grade students at MI Ma'arif Bego in connecting Hijaiyyah letters and identifying the main causes of these errors. 3) Drawing conclusions, conducted to summarize all the information that has been analyzed.¹⁴

C. Result And Discussion

Errors in Writing Hijaiyyah Connecting Letters by Grade 2 Students at MI Ma'arif Bego in Terms of Sharaf and Isytiqaq

Based on the results of observations of Student Worksheets (LKPD) and interviews conducted by researchers on 22 Oktober 2025, several types of errors were found to occur frequently among second grade students at MI Ma'arif Bego. The following are several types of errors seen from the aspects of morphology (sharaf) and Isytiqaq. This is because

¹¹ A. F. Nasution, *Metode Penelitian Kualitatif*, ed. Meyniar Albina (Bandung: CV. Harfa Creative, 2023)., hlm. 45.

¹² A. Andalas, E. F., & Setiawan, *Desain Penelitian Kualitatif Sastra*, UMM Press (Malang: Universitas Muhammadiyah Malang, 2020)., hlm. 55.

¹³ Suharto and Fauzi, "Analisis Kesalahan Sintaksis Dalam Buku Teks Bahasa Arab Untuk Perguruan Tinggi Keagamaan Islam.," hlm. 20-37.

¹⁴ Z. Abdussamad, *Metode Penelitian Kualitatif*, ed. Patta Rapanna (CV. Syakir Media Press, 2021)., hlm. 52-55.

every error in writing Hijaiyyah letters can damage the structure and derivation of words, thereby changing or eliminating their original meaning.¹⁵

Unlike the studies by Laela, Basuki and Kholifah which only focused on analyzing students' errors and the imla' learning methods applied, this study analyzes students' errors in writing *Hijaiyyah* letters specifically in the context of sharaf and isytiqaq. This approach not only helps identify the types of errors but also explains the influence of several errors on the morphological structure and derivation of words (*isytiqaq*), as well as providing new insights that have not been explained in detail in previous studies.¹⁶

To provide an overview of the research findings, the frequency and percentage of each type of writing error identified from the analysis of 72 students' worksheets are presented in Table 1. A total of 58 writing errors were recorded and classified into four major categories. The quantitative summary is intended to complement the qualitative analysis by illustrating the distribution of errors before discussing each category in detail.

Table 1. Distribution of Errors in Writing Connected Hijaiyyah Letters

No	Type of Error	Frequency (n)	Percentage (%)
1	Letter position errors	20	34.5
2	Letter form and letter combination errors	16	27.6
3	Diacritics (<i>ḥarakāt</i>) and letter arrangement errors	12	20.7
4	Letter separation errors	10	17.2
Total		58	100.0

Source: Analysis of students' worksheets (2025).

As presented in Table 1, letter position errors constituted the highest proportion (34.5%), followed by letter form and letter combination errors (27.6%). Errors related to diacritics and letter arrangement accounted for 20.7%, while letter separation errors represented 17.2% of the total. These findings indicate that the greatest difficulty experienced by students lies in understanding the positional forms and connection rules of hijaiyyah letters. Such errors not only affect the orthographic accuracy of Arabic writing but also influence the morphological structure (*Sharaf*) and word derivation process (*Isytiqaq*), which are discussed in the following sections.

The following is an explanation of each type of error as seen from the perspective of *sharfiyyah* (morphology) and *isytiqaq* (word derivation):

1. Errors in Writing Letter Positions

Arabic letters change their forms according to their position within a word, whether at the beginning, middle, or end. Errors in writing letter positions can alter

¹⁵ Asep Rahman Sudrajat, "Urgensi Ilmu Nahwu Dan Sharaf Sebagai Asas Penulisan Karya Ilmiah Bahasa Arab," *Al-Lisān Al-'arabī: Jurnal Program Studi Pendidikan Bahasa Arab* 1, no. 1 (2021): 31–41, <https://www.allisan.stai-imamsyafii.ac.id/index.php/pba/article/view/8/3>.

¹⁶ Laela and Basuki, "Implementasi Metode Imla' Dalam Pembelajaran Bahasa Arab Menyambung Huruf Di Sekolah Dasar Islam Bekasi,," hlm. 90.

the morphological structure of a word and eliminate the relationship between its basic form and original meaning. This can be observed in the following cases:

- a. Error in separating letters in the word كُرَّاسَةٌ written as ك راسة

From the perspective of *ṣarf* (morphology), this word means “notebook” or “exercise book.” The word كُرَّاسَةٌ follows the *wazan* فُعَالَةٌ. When the letter ك is written separately, the basic structure of the word is disrupted, resulting in an incorrect morphological form and causing the word to lose its original meaning.

From the perspective of *ishtiqaq* (derivation), the word كُرَّاسَةٌ is derived from the root ك-ر-س, which carries the meaning “to gather” or “to collect.” The word formation process is bound to the *wazan* فُعَالَةٌ, which indicates a noun form. Separating the letters breaks the derivational structure, making the root and its semantic relationship unclear.

- b. Error in writing the connected word مَحْفَظَةٌ as م حفظ ة

From the *ṣarf* perspective, the letter ة (*tā' marbūṭah*) at the end of the word مَحْفَظَةٌ functions as a marker of the feminine (*muannath*). The word follows the *wazan* مَفْعَلَةٌ, which conveys the meaning “wallet.” If the final ة is written separately from the preceding letters, its grammatical function is lost, and the morphological structure of the word changes. Consequently, the word no longer follows the *wazan* مَفْعَلَةٌ nor retains its feminine form and intended meaning.¹⁷

From the *ishtiqaq* perspective, the word مَحْفَظَةٌ is derived from the root ح-ف-ظ, meaning “to guard” or “to protect.” In this context, the word refers to an object used to safeguard belongings, namely a wallet. When the final ة is separated, the connection between the derived word and its root ح-ف-ظ becomes obscured. This disrupts the derivational process, as word derivation can only be accurately identified through a complete and intact morphological structure.

In line with the views of Ibn Jinnī and Muṣṭafā al-Ghalāyīnī, errors involving the separation of letters can sever the relationship between a word and

¹⁷ Imam Saiful Mu'minin, *Kamus Ilmu Nahwu Dan Shorof*, ed. Lihhiati Achmad Zirzis, 2nd ed. (Jakarta: AMZAH, 2008), https://books.google.co.id/books?hl=en&lr=&id=TC2EEAAAQBAJ&oi=fnd&pg=PP1&dq=fungsi+ilmu+sharaf&ots=tcF186JWE4&sig=7Z0Mh-24k8xqVYGb1Yig-ySxNIY&redir_esc=y#v=onepage&q=fungsi+ilmu+sharaf&f=false.

its root. Such separation interferes with the process of *ishtiqaq*, causing the derived meaning of the word to become unclear or entirely lost.¹⁸

2. Errors in Letter Forms and Letter Combination

From the perspective of *ṣarf* (morphology), Arabic letters have different shapes depending on their position in a word and their connection to other letters. Errors in letter combination or letter forms can affect the structure of a word, which ultimately determines its intended meaning. This can be observed in the following examples:

- a. Errors in combining letters in the word مُوظَّف written as مو ظف or مو ضف

From the *ṣarf* perspective, the word مُوظَّف is derived from the verb وَظَّفَ and follows the *wazan* مُفَعَّل, meaning “employee.” When the letter ظ is replaced with ض, the morphemic structure changes; similarly, writing the word as مو ظف disrupts its connected form. Such errors damage the original meaning of the word.

From the *ishtiqaq* perspective, the word مُوظَّف originates from the root و-ظ-ف. This shows that the correct integration of the letter ظ in مُوظَّف is essential to maintain its connection with the root و-ظ-ف. If the letter is separated or replaced with ض, the root changes to و-ض-ف, which has no recognized meaning in Arabic. Consequently, the derivational relationship becomes invalid.

- b. Errors in letter form in the word جَوْرَب written as عَوْرَب

From the *ṣarf* perspective, this word means “sock.” Replacing the letter ج with ع changes the root from ج-و-ر-ب to ع-و-ر-ب, which does not carry a valid meaning in Arabic. This demonstrates the importance of recognizing both the identity and form of each letter to avoid errors that may alter the original meaning.

From the *ishtiqaq* perspective, this error eliminates the original root ج-و-ر-ب, causing the resulting word to lack a proper derivational pattern. This highlights the necessity of preserving the original letters within the word structure to maintain accurate derivation.¹⁹

¹⁸ Abdul Ruhmadi and Mohamad Zaka Al Farisi, “Analisis Kesalahan Morfologi Penerjemahan Arab–Indonesia,” *Aphorisme: Journal of Arabic Language, Literature, and Education* 4, no. 1 (2023): 55–75, <https://doi.org/10.37680/aphorisme.v4i1.3148>.

¹⁹ Sudrajat, “Urgensi Ilmu Nahwu Dan Sharaf Sebagai Asas Penulisan Karya Ilmiah Bahasa Arab,” hlm. 31-41.

- c. Errors in changing the letter ز into ذ in the word حَزَام written as حَذَام

From both *ṣarf* and *ishtiqaq* perspectives, the word حَزَام is derived from the verb حَزَمَ, meaning “to tie” or “to fasten.” This word belongs to *ism ālah* (instrument noun) because it follows the *wazan* فِعَالٌ, which gives the meaning “belt.” When the letter ز is replaced with ذ, forming حَذَام, the word no longer conforms to the *wazan* فِعَالٌ, as the root ح-ذ-م does not generate an *ism ālah* pattern.

This substitution causes a breakdown in the derivational (*ishtiqaq*) process, as the word structure no longer corresponds to its intended meaning.²⁰

In conclusion, each letter within a root serves a specific function. Errors in writing connected letters, whether in their forms or positions cause the derivational process to fail, resulting in words that no longer reflect the meanings derived from their original roots.²¹

3. Errors in Diacritics (*Harakāt*) and Letter Arrangement

From the *ṣarf* perspective, diacritics (*ḥarakāt*) indicate vowel sounds and determine the grammatical structure of a word. Errors in diacritics alter the morphological form and overall meaning of a word. This can be seen in the following examples:

- a. Errors in applying diacritics in the word لِبَاسٌ written as لِبَاسُ

The word لِبَاسٌ is derived from the root ل-ب-س and follows the *wazan* فِعَالٌ, meaning “clothing” or “garment.” The kasrah diacritic (ِ) indicates a noun form within this morphological pattern. Changing the kasrah (ِ) to a fathah (َ) disrupts the morphological structure of the word, alters its pronunciation, and weakens its semantic connection to the intended root. In *ṣarf*, such an error can significantly change meaning, as diacritics determine grammatical function and word patterns in Arabic.

- b. Errors in letter arrangement in the word مِسْطَرَّةٌ written as مِطْسَرَّةٌ

This word is derived from the root س-ط-ر, meaning “to draw a line.” It belongs to *ism ālah* because it follows the *wazan* مَفْعَلَةٌ, meaning “ruler.” When the letters س and ط are rearranged to form مِطْسَرَّةٌ, the root becomes unclear (م-ط-س), and no valid derivation exists from this root.

²⁰ فتح بن عبد الحافظ بن إسماعيل القدسي الرحمن, أبي عبد, فتح الودود اللطيف (اليمن: مكتبة الحضرمي, ٢٠٠٨).

²¹ Ruhmadi and Al Farisi, “Analisis Kesalahan Morfologi Penerjemahan Arab–Indonesia,,” hlm. 55-75.

As a result, the word loses its original meaning. Moreover, rearranging the letters disrupts the *wazan* مفعلة, causing the morphemic structure to collapse and rendering the word meaningless in Arabic.

From the *ishtiqaq* perspective, Subhī Ṣāliḥ states that diacritics play a crucial role in forming derived words from their roots. Errors in diacritics disrupt the relationship between the root and its derivatives, producing incorrect meanings or words that lack meaning altogether.²²

4. Errors in Letter Separation

In Arabic, a word consists of one or more morphemic units. Separating letters within a word damages morphemic integrity, thereby disrupting both structure and meaning. This can be demonstrated through the following example:

- a. Separation of letters in the word فَلَنْسُوَّةٌ written as قل نسوة

The word فَلَنْسُوَّةٌ means “cap” or “skullcap.” It is associated with the root ق-ل-س, which relates to the concept of head covering. From the *ṣarf* perspective, فَلَنْسُوَّةٌ is classified as *ism jāmid* (a non-derived noun), as it does not originate from a specific verb form and does not undergo standard derivational processes such as those found in verbal nouns or *ism ālah*. Separating the letters disrupts the integrity of the noun, leading to the loss of its basic meaning and morphological function.

When فَلَنْسُوَّةٌ is separated into قل نسوة, two new words emerge with different meanings: قل (“say”) and نسوة (“women”). This error completely disconnects the word from its original meaning of “cap.” It also indicates a lack of learners’ understanding regarding the importance of morphemic integrity in Arabic.

From the *ishtiqaq* perspective, every word must be written as a unified whole to preserve its relationship with the original root. Letter separation breaks the morphemic structure, preventing the derivational process from producing a correct meaning.²³

Based on the various errors identified, it can be concluded that mistakes in writing connected *ḥijā’iyyah* letters made by second-grade students at MI Ma’arif Bego significantly affect both morphological structure (*ṣarf*) and the process of word derivation (*ishtiqaq*).²⁴ According to Ibn Jinnī, the position, form, diacritics (*ḥarakāt*), arrangement, and integrity of letters are crucial elements in a word for preserving its meaning.²⁵

²² Devi Aisyah, “Analisis Isyitiqāq Dalam Kajian Fikih Lughah Dan Pengajarannya,” Ta’dib 18, no. 1 (2016): 98, <https://doi.org/10.31958/jt.v18i1.282>.

²³ Ruhmadi and Al Farisi, “Analisis Kesalahan Morfologi Penerjemahan Arab–Indonesia.” hlm. 55-75.

²⁴ Sudrajat, “Urgensi Ilmu Nahwu Dan Sharaf Sebagai Asas Penulisan Karya Ilmiah Bahasa Arab,” hlm. 31-41.

²⁵ محمد ربيع الغامدي, محاضرات في علم الصرف. (2nd ed., جدة: خوارزم العلمية, ٢٠٠٩).

Therefore, errors in letter formation indicate that mastery of *ḥijā'iyah* letter positioning in various contexts is essential to maintain the original meaning of a word.²⁶

The large number of errors observed indicates that the objectives of Arabic language learning have not been optimally achieved, particularly in *mahārah al-kitābah* (writing skills). According to the objectives of Arabic language instruction in the *Merdeka Curriculum*, students are expected to be able to arrange, connect, and write *ḥijā'iyah* letters into meaningful words that conform to Arabic grammatical rules and writing conventions. Insufficient understanding in this area also hinders students' ability to connect *ḥijā'iyah* letters in different positions to form meaningful words.

These findings are consistent with previous research, which shows that the main challenge faced by students is their low ability to write and connect *ḥijā'iyah* letters into meaningful words. Therefore, students are encouraged to regularly practice writing *ḥijā'iyah* letters in various positions within words.²⁷

In addition, Suharyo states that some *ḥijā'iyah* letters can both connect to and be connected by other letters, while others can only be connected but cannot connect to subsequent letters. These variations in letter forms when standing alone, in the middle, or at the end of a word become a major source of difficulty and obstacles for students in connecting letters correctly.²⁸

Most of the identified errors are caused by students' limited understanding of letter patterns, letter positions, and changes in the forms of *ḥijā'iyah* letters when they appear at the beginning, middle, or end of a word. These observational findings are further supported by interviews with the Arabic language teacher, who stated:

"These errors often occur because children assume that all ḥijā'iyah letters can be connected to other letters."

Furthermore, these errors also occur because students are not accustomed to practicing writing *ḥijā'iyah* letters. This was also emphasized by the Arabic language teacher, who explained:

"The children are not yet accustomed to writing or connecting ḥijā'iyah letters, and they are not used to reading Arabic texts. Even though they are fluent in reading the Qur'an, this does not necessarily mean that they can connect ḥijā'iyah letters correctly."

This indicates that errors in writing connected *ḥijā'iyah* letters arise from a lack of habitual practice among students, both at home and at school, in writing and connecting *ḥijā'iyah* letters. As a result, students experience difficulties in understanding letter patterns, letter positions, and the changes in letter forms when they appear at the beginning, middle, or end of a word.

²⁶ Zurnafida and Mohamad Sobirin, "Kajian Isytiqaq Dalam Memahami Ilmu Al-Qur'an Dan Tafsir," *Al-Mutsla* 5, no. 2 (2023): 360–378, <https://doi.org/10.46870/jstain.v5i2.701>.

²⁷ Irfan, "Analisis Faktor-Faktor Kesulitan Menulis Huruf Abjad Bahasa Arab,," hlm. 129–152.

²⁸ D Suharyo, *Mujizat Huruf-Huruf Al-Qur'an Memahami Makna Al-Qur'an Melalui Kode Dan Tinjauan Sains*. (Jakarta: CV Sapta Harapan, 2012)., hlm. 35-45.

Based on the interview results presented above, the causes of these errors can be attributed to several factors, namely:

1. Errors in letter position writing: These errors occur due to students' limited understanding of the forms of *ḥijā'iyah* letters when they appear at the beginning, middle, or end of a word.
2. Errors in writing and combining *ḥijā'iyah* letters: These errors arise because students assume that all *ḥijā'iyah* letters can be connected to one another.
3. Errors in diacritics (*ḥarakāt*) and letter arrangement: These errors occur due to negligence or lack of awareness of the role of *ḥarakāt* in morphological structure.
4. Errors in letter separation: These errors occur because students are not accustomed to writing connected *ḥijā'iyah* letters in Arabic.

To address each of these types of errors, teachers are encouraged to implement more varied, interactive, and enjoyable teaching methods in Arabic language instruction. This is also emphasized by Nurdin, who states that teachers' efforts in the educational process play a crucial role in improving students' quality through effective learning practices.²⁹

As previously explained, insufficient understanding and lack of habitual practice in writing *ḥijā'iyah* letters are the primary causes of students' errors in writing connected letters, whether at the beginning, middle, or end of a word. Therefore, teachers need to emphasize writing habituation by allocating specific time for writing practice at the beginning of lessons. This practice aims to familiarize students with writing and connecting *ḥijā'iyah* letters correctly in accordance with Arabic writing conventions.

For second-grade students at MI Ma'arif Bego, this training can be supported through several instructional media, including:

a. The Use of *Ḥijā'iyah* Letter Writing Guide Posters

The instructional steps are as follows:

1. The teacher presents a poster containing complete forms of *ḥijā'iyah* letters in their initial, medial, and final positions.
2. The teacher explains the function of the poster as a guide for understanding letter forms in different positions.
3. Students are given time to observe and pay attention to the changes in letter forms according to their positions as displayed on the poster.
4. The teacher explains each *ḥijā'iyah* letter one by one using the poster, starting from the initial, medial, to the final position, accompanied by simple word examples.
5. After students understand the letter forms based on their positions, the teacher asks them to write and connect the letters ك-ر-ا-س-ة to form the word كراسة in their notebooks. The teacher may also provide additional examples aligned with the worksheet material, such as مسطرة and مكتب, among others.

²⁹ M. Nurdin, *Kiat Menjadi Guru Professional* (Yogyakarta: Ar-Ruzz Media, 2008)., hlm. 75.

b. The Use of Lined Practice Books

The instructional steps include:

1. The teacher introduces lined practice books and explains that the guiding lines help students write *ḥijā'iyah* letters with appropriate size and positioning.
2. The teacher demonstrates how to write *ḥijā'iyah* letters on the board, showing examples of initial, medial, and final letter positions.
3. Students are then asked to write *ḥijā'iyah* letters in the lined practice books according to the teacher's examples. They are also instructed to write simple words containing the learned letters, such as *مسطرة* or *كتاب*.
4. While students are writing, the teacher reminds them to pay attention to correct letter positions within words.
5. The teacher evaluates students' work and provides feedback after reviewing their writing, correcting any errors found.
6. Writing practice is conducted regularly to help students develop correct writing habits and improve their skills.

c. The Use of *Ḥijā'iyah* Letter Card Media

The instructional steps are as follows:

1. The teacher displays *ḥijā'iyah* letter cards one by one while pronouncing each letter and its sound.
2. Students are asked to repeat the pronunciation as modeled by the teacher, with repetition until they become familiar with all *ḥijā'iyah* letters.
3. The teacher then distributes the letter cards to students and asks them to write the letters into meaningful words in their notebooks. During this activity, the teacher observes and assists students who experience difficulties in writing.
4. After completion, the teacher reviews students' written work and provides feedback so that students can understand the mistakes they have made.

The use of guide posters, lined practice books, and *ḥijā'iyah* letter cards in Arabic language instruction facilitates students' understanding of letter forms, letter connections, and letter separation in various positions. These media also help students develop neat and accurate *ḥijā'iyah* writing habits. These findings align with previous studies showing that poster media are highly effective in increasing students' enthusiasm and motivation in recognizing and writing *ḥijā'iyah* letters.³⁰

Furthermore, lined practice books have been proven to enhance students' writing skills in learning activities.³¹ Meanwhile, *ḥijā'iyah* letter cards and poster media contribute to making learning more enjoyable and interactive, for example through

³⁰ Karmila P Lamadang et al., "Mengenal Huruf Hijaiyah Menggunakan Poster Huruf Di TPQ Al-Amiin Desa Adean Kecamatan Banggai Tengah Kabupaten Banggai Laut," *Kreasi: Jurnal Pengabdian Masyarakat* 2, no. 2 (2022): 23–28, <https://doi.org/10.51529/kjpm.v2i2.434>.

³¹ Syifa Ainunnisa and Tatat Hartati, "Metode Drill Menggunakan Buku Bergaris," *Jurnal Pendidikan Guru Sekolah Dasar* 4, no. 1 (2019): 398–403.

activities that involve connecting letters to form meaningful words.³² Teachers can routinely use these media in *hijā'iyah* writing practice.

This supports the theory that effective instructional media can create an enjoyable learning atmosphere, increase learning motivation, and encourage students' enthusiasm.³³ With the appropriate use of learning media, students can more easily understand *hijā'iyah* letter forms, improve learning effectiveness, and assist teachers in achieving instructional objectives.

Besides insufficient writing practice, the findings also indicate that pedagogical factors contribute to students' writing errors. Classroom observations and teacher interviews revealed that learning activities were generally focused on copying words from the board, while explicit instruction on the positional changes of hijaiyyah letters, guided writing practice, and immediate corrective feedback were still limited.³⁴ As a result, students tended to memorize word forms without fully understanding the orthographic rules governing letter connection and separation. This finding suggests that instructional strategies emphasizing repetitive guided practice, explicit modelling, and formative feedback are essential for improving students' mastery of connected hijaiyyah letters.³⁵

The findings can also be interpreted from the perspective of language acquisition and early writing development. At the Madrasah Ibtidaiyyah level, children are still developing graphomotor skills, orthographic knowledge, and visual discrimination, which are fundamental for acquiring accurate handwriting. During this developmental stage, learners gradually recognize letter forms, positional variations, and orthographic conventions through continuous exposure and repeated writing practice. Therefore, frequent errors in letter position, letter connection, and diacritics observed in this study are developmentally understandable.³⁶ However, without systematic instructional support, these orthographic difficulties may persist and subsequently affect students' understanding of Arabic morphological structures, including *Sharaf* and *Isytiqaq*.

The novelty of this study lies in integrating orthographic error analysis with the linguistic perspectives of *Sharaf* and *Isytiqaq* to explain how errors in writing connected hijaiyyah letters affect Arabic morphological structure and lexical meaning. Unlike previous studies that mainly focused on classifying writing errors or evaluating instructional methods, this research demonstrates the morphological consequences of

³² Anita Mauliyah, "Peningkatan Mengenai Huruf Hijaiyyah Melalui Media Kartu Huruf Dengan Metode Kupas Rangkai Di RA Bahrul Huda Sambiroto Karangtanjung Candi Sidoarjo," *Journal of Early Childhood Education Studies* 1, no. 1 (2020): 67–94, <https://doi.org/10.54180/joeecs.v1i1.3089>.

³³ Makrifah, "Inovasi Pemecahan Pembelajaran Bahasa Arab Di Madrasah Ibtidaiyah.," hlm. 16-30.

³⁴ Muhammad Jibril et al., "تحليل الأخطاء الكتابية على المستوى الإملائي بمعهد الربية سوكا بومي," *KITABA: Journal of Interdisciplinary Arabic Learning* 03, no. 01 (2025): 34–42, <https://doi.org/10.18860/kitaba.v3i1.31507>.

³⁵ Ahmad Zahuda, "Factors Leading to Spelling Errors among and Their Impact on Acquiring Arabic Writing Skills at Al-Amanah Modern Islamic Boarding School," *JALSAT: Journal of Arabic Language Studies and Teaching* 5, no. 2 (2025): 323–35, <https://doi.org/10.15642/jalsat.2025.5.2.323-335>.

³⁶ Abeer Salameh-matar, Afnan Khoury-metanis, and Asaid Khateb, "Early Handwriting Performance among Arabic Kindergarten Children : The Effects of Phonological Awareness, Orthographic Knowledge, Graphomotor Skills, and Fine-Motor Skills," *Journal of Writing Research* 16, no. 2024 (2024): 79–103, <https://doi.org/https://doi.org/10.17239/jowr-2024.16.01.03>.

orthographic errors at the elementary level.³⁷ Furthermore, the study combines qualitative error analysis with descriptive frequency data and proposes evidence-based instructional strategies specifically designed for Madrasah Ibtidaiyyah students. Therefore, this study contributes not only to Arabic error analysis but also to the development of morphology-oriented Arabic writing instruction for beginning learners.

D. Conclusion

This study found that errors in writing connected *hijā'iyah* letters among second-grade students at MI Ma'arif Bego can be classified into four main categories: (1) errors in letter positioning, (2) errors in letter forms and letter combination, (3) errors in diacritics (*ḥarakāt*) and letter arrangement, and (4) errors in letter separation. These four types of errors have a significant impact on morphological structure (*ṣarf*) and the process of word derivation (*ishtiqaq*), which may alter or even eliminate the original meaning of words.

Based on these findings, this study recommends the need for intensive training to develop students' ability to write *hijā'iyah* letters in various positions, namely at the beginning, middle, and end of words. In addition, the use of innovative instructional media, such as *hijā'iyah* letter guide posters, lined practice books, and letter cards is highly recommended to support the improvement of writing skills. Through the appropriate application of teaching methods and learning media, students' *hijā'iyah* writing skills are expected to improve significantly and reduce writing errors in the future.

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³⁷ Istiqamah Nuramaliah, Haniah Haniah, and Andi Abdul Hamzah, "Analisis Kesalahan Imlā' Dalam Pembelajaran Bahasa Arab," *Shaut Al Arabiyyah* 9, no. 2 (2021): 207–21, <https://doi.org/10.24252/saa.v9i2.23582>.

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