Phonological Error Analysis of Ngapak Javanese Speakers Reading Surah *Al-Nāzi'āt*

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Abstrak

Penelitian ini bertujuan untuk menganalisis kesalahan fonologis yang terjadi dalam pelafalan surat *Al-Nāzi'āt* oleh penutur bahasa Jawa Ngapak, khususnya pada siswa TPQ Darul Fallah Pemalang. Dialek Jawa Ngapak dikenal dengan ciri khas fonologis yang berbeda dari bahasa Arab, yang dapat mempengaruhi pengucapan ayat-ayat Al-Qur'an. Melalui pendekatan kualitatif dengan metode analisis deskriptif, penelitian ini mengidentifikasi bentuk-bentuk kesalahan fonologis yang muncul dan faktor-faktor penyebabnya. Data dikumpulkan dari rekaman suara pembacaan surat *Al-Nāzi'āt* oleh 17 siswa yang dipilih secara purposive sampling. Hasil penelitian menunjukkan adanya berbagai kesalahan fonologi, seperti penggantian huruf, penambahan huruf, dan pengurangan huruf. Misalnya, pengucapan huruf ع yang menjadi أ atau sebaliknya, serta huruf س yang tertukar dengan ث. Kesalahan ini disebabkan oleh pengaruh dialek lokal, kebiasaan pengucapan yang dipengaruhi oleh bahasa ibu, serta kurangnya latihan yang tepat dalam pengucapan huruf-huruf tertentu dalam bahasa Arab. Penelitian ini diharapkan dapat memberikan kontribusi praktis dalam pengajaran tajwid, serta memperkaya kajian fonologi bahasa Arab, khususnya terkait dengan pengaruh dialek daerah terhadap pelafalan bahasa Arab.

Abstract

This study aims to analyse the phonological errors that occur in the pronunciation of Surah *Al-Nāzi'āt* by speakers of the Javanese Ngapak dialect, particularly among students at TPQ Darul Fallah Pemalang. The Javanese Ngapak dialect is known for its distinct phonological characteristics that differ from Arabic, which can affect the pronunciation of Qur'anic verses. Using a qualitative approach with descriptive analysis methods, this study identifies the forms of phonological errors and their contributing factors. Data were collected from voice recordings of Surah *Al-Nāzi'āt* recited by 17 students selected through purposive sampling. The results of the study show various phonological errors, such as letter substitution, letter addition, and letter omission. For example, the pronunciation of ع as أ or vice versa, as well as the substitution of س with ث. These errors are caused by the influence of the local dialect, habitual pronunciation influenced by the native language, and a lack of proper practice in pronouncing certain Arabic letters. This study is expected to contribute practically to tajwid teaching and enrich the study of Arabic phonology, particularly concerning the influence of regional dialects on Arabic pronunciation.

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Introduction

Arabic phonology comprises a complex system of consonants and vowels whose articulatory features differ significantly from many regional languages in Indonesia. Among its most distinctive characteristics are the presence of pharyngeal, uvular, and emphatic consonants, which require precise articulatory control and are essential for ensuring semantic accuracy in Qur'anic recitation. Phonemes such as ع ('ain) and غ (ghain) are particularly challenging for non-native speakers due to their pharyngeal and uvular articulation, which has no equivalent in many local languages (Sukarni dkk., 2020). In the context of tajwid instruction, mastery of these phonological elements is fundamental in preventing semantic deviations and maintaining the integrity of Qur'anic meaning.

The Javanese Ngapak dialect exhibits phonological features that diverge substantially from the Arabic sound system, resulting in frequent instances of phonological interference among its speakers. Several Arabic phonemes, particularly those articulated in the posterior region of the vocal tract, do not exist within the Ngapak phonemic inventory. Consequently, learners tend to substitute unfamiliar Arabic sounds with the closest approximations available in their dialect. This often leads to systematic mispronunciations of letters such as ع and غ, which may alter lexical meanings in Qur'anic recitation (Mahmudah & Triyana, 2022).

Surah *al-Nāzi'āt* is particularly relevant for examining such interference, as it contains a considerable number of phonemes requiring careful articulation. The surah is also widely taught in TPQ (Taman Pendidikan Al-Qur'an), making it a representative text for analysing learners' phonological accuracy. The prevalence of mispronunciations within TPQ environments highlights the need for explicit tajwid instruction to address dialect-induced phonological challenges (Al Azhim & Kholidah, 2021).

Research on phonological errors in Arabic recitation has consistently demonstrated that learners' regional linguistic backgrounds significantly influence their accuracy in producing Arabic sounds. Prior studies have documented that dialectal features often manifest as systematic mispronunciations, particularly in the articulation of pharyngeal, uvular, and emphatic consonants. Such errors may result in semantic shifts, thereby affecting the correctness of Qur'anic recitation (Ana & Muballighin, 2024).

Methodologically, previous research typically employs observational data, audio recordings, and interviews to capture phonological deviations, followed by triangulation techniques to ensure the reliability of the findings (Creswell & Creswell, t.t.). These scholarly contributions provide a conceptual and methodological foundation for examining how Ngapak phonology interacts with Arabic phonology in the context of Qur'anic reading.

Despite the existing body of research on Arabic phonological errors, studies focusing specifically on speakers of the Javanese Ngapak dialect remain limited. This study offers novelty by conducting a focused analysis of phonological errors in the recitation of Surah *Al-Nāzi'āt* among students of TPQ Darul Fallah, a demographic that has not been extensively explored in prior scholarship. The study identifies the types of phonological errors produced by Ngapak-speaking learners, analyses the linguistic and pedagogical factors contributing to these errors, and proposes instructional implications tailored to the phonological characteristics of Ngapak speakers.

By integrating phonological analysis with pedagogical recommendations, this research contributes theoretically to the understanding of dialect-Arabic phonology interaction and practically to improving tajwid instruction in TPQ settings. The findings are expected to support the development of more effective teaching strategies for addressing dialect-induced phonological challenges (Widyanto & Wahyuni, 2020).

This study aims to improve tajwid teaching at TPQ Darul Fallah by analysing the phonological errors that occur in the pronunciation of Surah *Al-Nāzi'āt*. By analysing the phonological errors that frequently occur, this research will contribute to the development of teaching methods that are more in line with the phonological characteristics of Javanese Ngapak

speakers. It is hoped that the results of this study will enhance the quality of tajwid instruction at TPQ, while also enriching the study of Arabic phonology in Indonesia (Huda dkk., 2024).

Methodology

This study uses a qualitative approach with a descriptive analysis method to identify the phonological errors that occur in the pronunciation of Surah *Al-Nāzi'āt* by speakers of the Javanese Ngapak dialect, specifically in students of TPQ Darul Fallah Class E. A qualitative approach was chosen because it provides an in-depth understanding of the phonological phenomena that occur and allows the researcher to further explore the meaning behind the errors made in the context of Qur'anic recitation (Creswell & Creswell, t.t.). The descriptive method is used to describe the phonological errors made by the participants without manipulating variables or specific conditions, but rather by classifying and explaining these errors based on the data collected.

The research design is a case study, where data is collected through voice recordings of the recitation of Surah *Al-Nāzi'āt* by 17 students from TPQ Darul Fallah Class E, Pemalang. The selection of respondents was conducted using purposive sampling, choosing students who have a Javanese Ngapak language background and are willing to participate in this study. The selection of these 17 students is based on the consideration that this number is sufficiently representative to explore the various phonological errors that occur among speakers of the Javanese Ngapak dialect, while also being adequate for an in-depth analysis of this phenomenon.

Data collection techniques in this study include observation and documentation. Observation was conducted by recording the voice of participants reciting Surah *Al-Nāzi'āt* in a natural setting, without any intervention from the researcher. These voice recordings then serve as the primary data to be analysed. Additionally, interviews were conducted with several students to explore their understanding of the importance of correct pronunciation in reading the Qur'an. The instruments used were voice recording devices and an interview guide prepared by the researcher. Validity testing was conducted through data triangulation by comparing the analysis of the voice recordings with the interviews to ensure consistency in the results (Wiyanda Vera Nurfajriani, 2024). The reliability of this study was tested using a technique of data re-examination by phonology experts to ensure that the phonological error analysis was accurate and in line with the theory applied.

The procedure for conducting this research begins with the preparation phase, which involves selecting and obtaining permission from the TPQ Darul Fallah authorities to involve students in the study. The next stage is the recording of participants' recitation of Surah *Al-Nāzi'āt*, which is then transcribed to facilitate further analysis. Following that, interviews are conducted to explore the students' understanding of Qur'anic recitation and the challenges they face in pronouncing certain verses. The collected data is then analysed using phonological analysis techniques, which include identifying both vocal and consonantal phonological errors, and classifying these errors according to Arabic phonology theory (Lathifah dkk., 2017). All of these steps are carried out with attention to research ethics, including obtaining participant consent and ensuring data confidentiality.

Data analysis is conducted using Audacity software to process the voice recordings and detect the phonological errors that occur. The results of this analysis are then compared with the standard Arabic pronunciation found in the Qur'anic text. This process is carried out by comparing the students' pronunciation with the phonological standards accepted in Qur'anic tajwid (Ana & Muballighin, 2024). This analytical technique allows the researcher to identify patterns of phonological errors made by the students in reading Surah *Al-Nāzi'āt* and provides a clearer picture of the influence of the Javanese Ngapak dialect on Arabic pronunciation.

Data collected from the voice recordings and interviews are then organised descriptively to illustrate the phonological errors that occur. The results of this analysis are expected to contribute theoretically to the understanding of the relationship between regional dialects and Arabic phonology, as well as provide practical suggestions for more effective tajwid instruction

at TPQ and other religious educational institutions. This study can also serve as a reference for developing Arabic language learning methods that are more relevant to the phonological characteristics of regional speakers in Indonesia.

Result and Discussion

In the process of learning a second language, language errors refer to deviations from the language norms caused by the influence of an individual's first language(James, 2013). (Richards & Rodgers, 1986) explain that error analysis not only aims to identify the errors themselves but also provides a deeper understanding of a person's language development. Therefore, error analysis becomes an important part of psycholinguistic studies in language learning, reflecting an individual's overall journey in acquiring a language.

(James, 2013) also classifies language errors into four types: omission, addition, misformation, and misordering. Omission refers to the omission of a word or letter that should have been present, while addition occurs when the speaker adds unnecessary elements to a sentence, similar to errors in the placement of harakat in Arabic. Misformation describes errors in the formation of words or sentences, whereas misordering refers to errors in the word order or structure created by the speaker.

The results of the study indicate that students at TPQ Darul Fallah Pemalang often make phonological errors when learning Arabic, such as lengthening letters, omitting letters, and adding letters. Other errors include pronouncing words or phrases consisting of hijaiyah letters that sound similar. These errors include the following:

1. The letter *'ain* (ع) becomes *alif* (أ) or vice versa.

2. The letter *'ain* (ع) becomes "nga" (a local phonetic substitution).

3. The letter *ṭā'* (ط) becomes *tā'* (ت) or vice versa.

4. The letter *ḥā'* (ح) becomes *hā'* (ه) or vice versa.

5. The letter *sīn* (س) becomes *tsā'* (ث) or vice versa.

6. The letter *shīn* (ش) becomes *ṣād* (ص) or vice versa.

7. The letter *ghain* (غ) becomes *'ain* (ع) or vice versa.

8. The letter *qāf* (ق) becomes *kāf* (ك) or vice versa.

9. The letter *dhāl* (ذ) becomes *zāy* (ز) or vice versa.

Table 1. Phonological Errors in Surah *Al-Nāzi'āt*: Errors and Corrections

No	Form of Error	Correction
1	النَزْأَتِ	وَالنَّازِعَاتِ
2	وَالنَّاصِطَاتِ	وَالنَّاشِطَاتِ
3	نَشْتَا	نَشْطًا
4	وَالثَابِحَاتِ	وَالسَّابِحَاتِ
5	فَالسَّابِكَاتِ	فَالسَّابِقَاتِ
6	فَالْمُدَبِّرَتِ	فَالْمُدَبِّرَاتِ
7	هَا (Nguu) تَتْبَ	تَتْبَعُهَا

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8	الرَّادِفَةُ	الرَّادِفَةُ
9	قُلُبٌ	قُلُوبٌ
10	يَوْمَئِذٍ	يَوْمَئِذٍ
11	أَبْشَارُهَا	أَبْصَارُهَا
12	أَئِنَّا لَمَرْدُدُنَ	أَئِنَّا لَمَرْدُودُونَ
14	الْهَافِرَةِ	الْحَافِرَةِ
15	لِلَّذِي فَتَرَ	لِلَّذِي فَطَرَ
16	بِالسَّعَةِ	بِالسَّاعَةِ

Table 2. Identification of Errors and Their Causes

No	Form of Error	Cause of Phonological Error
1	Letter ع becomes أ or vice versa	Incorrect pronunciation of ع due to lack of practice or dialect differences.
2	Letter ع becomes (NGA)	Misunderstanding of the correct pronunciation of ع, often due to habitual use of local pronunciation.
3	Letter ط becomes ت or vice versa	Difficulty in distinguishing between ط (heavier) and ت (lighter) pronunciation.
4	Letter ح becomes ه or vice versa	Mistakes in distinguishing between two letters that have similar articulation points but different phonetic effects.
5	Letter س becomes ث or vice versa	Incorrect sharpness in pronouncing س, possibly due to not distinguishing clearly between س and ث.
6	Letter ش becomes ص or vice versa	Mistakes in differentiating between the pronunciation of ش and ص, which sound similar but are phonetically distinct.
7	Letter غ becomes ع or vice versa	Confusion between the heavier sound of غ and the lighter sound of ع.
8	Letter ق becomes ك or vice versa	Difficulty distinguishing between the articulation of ق and ك, which have different places of articulation.
9	Letter ذ becomes ز or vice versa	Lack of understanding in differentiating the softer pronunciation of ذ from the harder sound of ز.

Phonological Errors Based on Types of Mistakes

From a series of observations and interviews with teachers at TPQ Darul Fallah Pemalang regarding the root causes of phonological errors, the researcher was able to identify several factors that trigger phonological errors in the ability to pronounce Arabic. These factors include:

1. Letter Substitution Errors

One type of phonological error frequently found in the Arabic pronunciation of students at TPQ Darul Fallah Pemalang is letter substitution errors. This occurs when one letter is replaced with another that has a similar form or sound but carries a different meaning. An example of this error can be seen in the substitution of the letter ع *('ain)* with أ *(alif)* or the pronunciation of غ

(ghain) as ع *('ain).*

Letter substitution errors often happen due to the similarity in sounds or the influence of the local dialect, which confuses the students in distinguishing the correct pronunciation of these letters. Additionally, the habit of using the mother tongue plays a significant role in affecting the pronunciation of certain Arabic letters (Gunawan & Luthfi, 2022). These errors have the potential to change the meaning of the words being recited, which can impact the understanding of the Qur'an.

2. Causes of Letter Substitution Errors

The main cause of letter substitution errors is the lack of phonological understanding regarding the differences in pronunciation between similar letters in Arabic. Students often perceive letters such as ع *('ain)* and أ *(alif)* or غ *(ghain)* and ع *('ain)* as similar in pronunciation, even though they have significant differences in both pronunciation and meaning. Instruction that does not emphasise the distinction between the pronunciation of these letters contributes to the occurrence of phonological errors. Additionally, the influence of local dialects or the habitual use of the mother tongue often makes it difficult for students to distinguish the correct pronunciation of Arabic letters (Allail dkk., 2024).

3. Letter Addition Errors

Another type of phonological error is letter addition, where students add one or more letters to a word that should not be present. For example, an addition error can occur in the pronunciation of words in Surah *Al-Nāzi'āt*, such as the pronunciation of "تَتْبَ (Nguu) هَا" which should be pronounced as "تَتْبَعُهَا". This addition of letters occurs due to habit or error in following a pronunciation pattern that sounds more familiar to the students (Mahbubah & Ilmiyah, 2024). This can distort the accuracy of pronunciation and result in a change in the meaning of the intended word.

4. Letter Omission and Reduction Errors

Letter omission or reduction errors occur when students omit one or more letters from a word that should be present. One example of this error is the pronunciation of the word "قَلُبٌ", which should be pronounced as "قُلُوْبٌ". The omission of a letter causes the word to deviate from the original structure of the Arabic language and can affect the meaning of the word.

This error is also found in the pronunciation of certain words in Surah *Al-Nāzi'āt*, such as the pronunciation of the word "الْهَافِرَة", which should be pronounced as "الْحَافِرَة". Omitting letters in pronunciation is detrimental because it can confuse understanding the meaning of the text being recited (Mahbubah, 2024).

Causes of Phonological Errors in the Pronunciation of Surah *Al-Nāzi'āt* by Speakers of the Javanese Ngapak Dialect

1. Influence of the Local Dialect in Pronunciation

One of the main causes of phonological errors found in the recitation of Surah *Al-Nāzi'āt* by speakers of the Javanese Ngapak dialect is the influence of the local dialect. The Ngapak

Javanese dialect has distinct phonetic characteristics that differ from Arabic, particularly in the pronunciation of certain letters that are difficult to understand and pronounce correctly for native Javanese speakers. For example, letters like ع (*'ain*) and غ (*ghain*) are often pronounced incorrectly, with a lighter pronunciation or even replaced with sounds that are more familiar in the Ngapak dialect. This can affect the correct pronunciation in Qur'anic recitation and change the intended meaning. The local dialect often forms habits in pronunciation, making it difficult for speakers to transition to a more standardised pronunciation (Candra dkk., 2024).

2. Influence of Pronunciation Habits Affected by the Native Language

The native language of a speaker significantly influences how they pronounce a second language, in this case, Arabic. The Ngapak Javanese language has different phonetic rules compared to Arabic, particularly in the pronunciation of vowels and consonants. For example, the pronunciation of the letter س (*sīn*) is lighter and often confused with ث (*tsā*), or the pronunciation of ش (*shīn*), which sounds more like ص (*ṣād*) in the Ngapak Javanese dialect.

These pronunciation habits are often unconscious for speakers and tend to become patterns used in reciting the Qur'an, even though they differ from the authentic Arabic pronunciation. Therefore, deeper instruction on the phonetic differences is necessary to correct phonological errors (Fitrianingrum & Aminingsih, 2024).

3. Lack of Proper Practice in Arabic Pronunciation

The lack of proper practice in Arabic pronunciation is a contributing factor to phonological errors among speakers of the Javanese Ngapak dialect. Arabic pronunciation requires precision in distinguishing each letter, including those that do not exist in the Ngapak Javanese language. Without sufficient phonological practice, speakers tend to mispronounce Arabic letters, such as pronouncing غ (*ghain*) as ع (*'ain*) or having difficulty distinguishing ط (*ṭā'*) and ت (*tā'*). Insufficient practice focused on the pronunciation of specific letters leads to recurring errors that affect the accuracy of pronunciation in Qur'anic recitation (Ridwan, 2023).

Solutions to Reduce Phonological Errors in the Pronunciation of Surah *Al-Nāzi'āt* by Speakers of the Javanese Ngapak Dialect

Language functions as a tool for communication, where the sounds and speech produced play an essential role, both in oral and written communication. Accurate and correct pronunciation supports smooth communication, while errors in pronunciation can lead to misunderstanding or even cause differences in meaning (Huda dkk., 2024). To address the phonological errors that occur among students at TPQ Darul Fallah Pemalang, the researcher aims to propose the following solutions:

1. Improving Teacher Competency

One of the main solutions to reduce phonological errors in the pronunciation of Surah *Al-Nāzi'āt* by speakers of the Javanese Ngapak dialect is the implementation of an integrated phonology approach. This approach involves combining phonological theory with practical exercises in Arabic language teaching. Phonology instruction should highlight the phonemic differences between Arabic and Javanese Ngapak, with a particular focus on the pronunciation of challenging letters such as ع (*'ain*) and غ (*ghain*) and ق (*qāf*).

According to (Wijaya & Oktaviani, 2022), this integrated phonological approach includes a thorough analysis and teaching of the sound components in Arabic, making it easier for speakers to understand and practice the pronunciation of Arabic letters that do not exist in their local language. This approach can also be tailored to the individual needs of each student, considering the varying phonetic abilities of each learner.

2. Use of Audio and Visual Media in Teaching

Using audio and visual media in Arabic language teaching can be an effective solution to reduce phonological errors. By utilising clear voice recordings and videos that demonstrate proper

pronunciation, students can more easily imitate and understand the correct pronunciation. This technology also enables students to practice pronunciation more intensively outside of formal learning sessions. For instance, Arabic language learning apps with automatic pronunciation features or voice comparison tools can help students detect and correct the phonological errors they make. The use of these media allows students to hear and see the differences in pronunciation, reinforcing the correct sounds and improving their overall phonological accuracy. Listening to and seeing the differences in the pronunciation of certain letters (Khotijah & Arifin, 2021).

3. Group Learning and Regular Evaluation

Another solution is to implement group learning that involves discussions and collaborative practice among students. In a group setting, students can help each other identify and correct the phonological errors they make. Regular evaluation is also important to track the progress in phonological improvement. This evaluation can take the form of periodic pronunciation tests, where students are asked to recite verses from Surah *Al-Nāzi'āt*. Through this evaluation, teaching can be tailored to meet the individual needs of each student, allowing for the timely correction of phonological errors (Thi-Nhu Ngo dkk., 2024).

Conclusion

This study reveals that the Javanese Ngapak dialect has a significant influence on phonological errors in the pronunciation of Surah *Al-Nāzi'āt* by Javanese Ngapak speakers, especially among students at TPQ Darul Fallah Pemalang. The phonological errors found include letter substitution, letter addition, and letter omission, such as the pronunciation of ع as أ or the substitution of س with ث. These errors are caused by the phonetic differences between the Javanese Ngapak language and Arabic, as well as pronunciation habits influenced by the native language. Additionally, the lack of proper phonological practice is a major factor contributing to these errors.

The study makes an important contribution to understanding the relationship between regional dialects and Arabic pronunciation, particularly in the context of Qur'anic recitation. Based on these findings, it is recommended that tajwid instruction in TPQ and other religious educational institutions place more emphasis on the phonetic differences between Arabic and local dialects. A more systematic and relevant phonological teaching approach, aligned with the characteristics of regional dialects, will help reduce phonological errors and improve accurate pronunciation and understanding in the recitation of the Qur'an.

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