



**ANALYSIS OF SYNTACTIC ERRORS IN ARABIC TEXTBOOK-BASED INSTRUCTIONAL MATERIALS AND THEIR IMPLICATIONS FOR ARABIC LEARNING AT MADRASAH ALIYAH**

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**ABSTRACT**

Textbooks are essential components in learning, but errors are often found, including syntax. It aims to analyze some of the errors found in the textbook used as a reference in learning Arabic at MA Madinatul Ulum and explain the implications of these errors on Arabic Learning. This research uses library research with an applied linguistic approach in error analysis. Data was collected using documentation techniques related to Arabic textbooks, books, journals, and other written works. The data analysis used is a content analysis technique with several steps: identifying, interpreting, and correcting. The research showed that significant syntactic errors were identified. However, the textbook covers various aspects of Arabic skills, such as listening, speaking, reading, and writing, with various cognitive, psychomotor, and affective tasks. These errors deviate from standard Arabic grammar norms, compromising instructional quality, affecting student evaluations, and posing challenges for teachers. By involving language experts in developing instructional materials, providing training for teachers, and promoting the use of alternative learning resources, it is hoped that syntactic errors in instructional materials can be minimized, thereby enhancing the quality of Arabic learning. Recommendations include thoroughly reviewing and improving materials to ensure adherence to educational standards emphasizing syntactic accuracy. Future research should expand to encompass broader aspects of Arabic instruction beyond syntax, encompassing morphology and semantics to enhance educational effectiveness.



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## INTRODUCTION

Undoubtedly, the Arabic language plays a crucial role in education in Indonesia (Setyawan & Anwar, 2020). However, Arabic learning has not been free from problems. Problem means something that continues to be an issue, implying that challenges in Arabic learning are issues within the learning process. Problems in Arabic learning are factors that hinder and slow down the implementation of the learning process in the Arabic language to achieve learning objectives (Amrullah, 2018), both within Arabic itself (linguistic) and externally (non-linguistic). Linguistic challenges include formal linguistics, such as syntax, morphology, and semantics (Takdir, 2020). Meanwhile, non-linguistic challenges encompass strategies, methods, models, media, materials, evaluations, teachers, students, and others (Ahmadi & Ilmiani, 2020).

Many efforts have been made to develop the Arabic learning process, one of which is instructional material. Material is one of the components of learning that must be present to support and enhance the success and achievement of learning objectives (Adisel et al., 2022). Instructional material is the substance that will be delivered to the students during the teaching process by the teacher. Without instructional material, the learning process will not be optimal and may not proceed (Supriadi & Fitriyani, 2021). In its development, various efforts have been made to present materials, such as textbooks, module-based teaching materials, worksheets, and others. During the learning process, instructional materials play a crucial role in assisting teachers in delivering a subject matter and aiding students in studying it (Susanti, 2013). When viewed in terms of presentation, instructional materials such as textbooks are presented practically (Yuberti, 2014). Textbook-based instructional materials are content presentations widely used in various educational institutions, supported by their practical, easy, and straightforward characteristics. Therefore, among the efforts made by the Arabic teachers is implementing a teaching model that emphasizes student engagement. Its utilization also becomes an external factor influencing student motivation, achievement, and learning outcomes (Muslimin & Alimudin, 2021).

Based on the initial analysis of the introductory part of this textbook-based instructional material that was used at MA Madinatul Ulum, several syntactic errors were found in its writing, as identified in the table of contents of the textbook, such as:

الْإِمْتِحَانُ لِنَصْفِ الْفَصْلِ الدِّرَاسِيِّ

Writing like this violates the syntax rules of the Arabic language in the form of errors in the arrangement of the "*Idhafah*" construction. The correct writing is:

الْإِمْتِحَانُ لِنَصْفِ الْفَصْلِ الدِّرَاسِيِّ

Similarly, the initial analysis found the syntactic errors, such as in the writing:

لِلشِّرَاءِ الْإِحْتِيَاجَاتِ الْيَوْمِيَّةِ

Because the correct writing is to omit the *Alif Lam* in the first word, which is positioned as *Mudhaf* in the *Idhafah* construction, thus the correct writing is:

لشِّرَاءِ الْإِحْتِيَاجَاتِ الْيَوْمِيَّةِ

Thus, the Arabic textbook-based instructional material that it used contains several syntactic errors that violate the rules of Arabic grammar and rules. As an instructional material used in Arabic learning, syntactic errors like these should be avoided so that

students, as the primary users of this instructional material, can achieve the desired proficiency (Khan, 2022). Therefore, the researcher sees the need for a study to analyze syntactic errors in this teaching instructional.

Some previous research, as conducted by (Suharto and Fauzi, 2017), reported the discovery of several errors in Arabic language textbooks for Islamic religious colleges issued by the Language Development Center of IAIN Surakarta, especially at the syntactic level. Ihdatul (Hidayah and Asyrofi, 2018) also conducted a similar study on the analysis of errors found in a textbook titled "*Durūṣul Luḡhab al-Arabiyah ala Thariqati al-Mubāsyarah al-Mutakāmilah*" authored by Muhammad In'am. Their research revealed the existence of several errors, especially at the syntactic level, with some causes including a lack of precision in writing textbooks, insufficient human resources to assist authors in editing materials to be presented in the text, and a shortage of human resources leading to inefficiency in writing books. (Mamnunah and Syihabuddin, 2020) Also conducted a study on error analysis, specifically at the syntactic level, in the book "Kalamuna" at SMP Sabilillah Sampang. Their research identified errors related to rules, vocabulary, or inaccurate expressions. Ideally, insights from previous research literature should actively contribute and have an impact until now, meaning that such errors should no longer exist as practical benefits implied by the earlier literature. However, during this research, numerous textbooks containing errors, particularly at the syntactic level, are still being found and used by students in various educational institutions. Hopefully, this research will have a tangible impact and practical benefit to educational institutions that accommodate the procurement of these textbooks and to textbook developers who always exercise caution in developing textbooks. Thus, this research is crucial to providing additional information about persisting cases, aiming to minimize or eliminate such errors in the future.

In light of the previously outlined problem background, the researcher identifies and questions the presence of syntactic errors in the Arabic textbook-based instructional material "Modul Pembelajaran Bahasa Arab untuk Madrasah Aliyah Kelas XI" used at MA Madinatul Ulum. This research aims, firstly, to discover the forms of syntactic errors found in the Arabic textbook-based instructional material "Modul Pembelajaran Bahasa Arab untuk Madrasah Aliyah Kelas XI." Secondly, it aims to correct the identified forms of syntactic errors in the Arabic textbook-based instructional material "Modul Pembelajaran Bahasa Arab untuk Madrasah Aliyah Kelas XI." And thirdly, it aims to explain the implications of these problems, namely the errors, for Arabic language learning among students at the Madrasah Aliyah.

Theoretically, this research is expected to contribute to information and theoretical development for syntactic rules in Arabic, which are then applied in Arabic textbook-based teaching materials. Practically, (1) for teachers, this serves as correction efforts for the identified forms of syntactic errors, the benefits of which will be particularly felt when teaching students; (2) for schools, especially school administrators, they can be more selective in providing textbook-based instructional materials for their students, and (3) for textbook developers, this serves as a correction material and is expected to draw attention to the need for greater diligence and care in the writing process, from inception to eventual publication and distribution to various educational institutions in the future.

## METHOD

This research is applied language library research, namely in mistake analysis. The study of language and linguistics concerning real-world problems, like lexicography, translation, speech pathology, and others, is known as the applied linguistic approach. (Raditianto, 2019), it includes the analysis of language errors. This approach identifies, corrects, and interprets syntactic errors in textbook-based instructional material (Suharto & Fauzi, 2017). The subject of the data is the data source from where the data is acquired (Arikunto, 2006). The main data source for this research is the Arabic textbook-based instructional material titled "Modul Pembelajaran Bahasa Arab untuk Madrasah Aliyah Kelas XI," used and referenced in Arabic language teaching at MA Madinatul Ulum, and the other data source comes from literature studies.

The analysis technique used in this research is content analysis, which involves analyzing data based on its content (Suryabrata, 1992). Rosadi Ruslan (2008) defines content analysis as a data analysis technique for documents to objectively and systematically obtain information from the documentation. In this case, content analysis focuses on the analysis of syntactic errors in the Arabic textbook-based instructional material "Modul Pembelajaran Bahasa Arab untuk Madrasah Aliyah Kelas XI" with several steps:

1. Observing the textbook as the subject of analysis and identifying several errors that may be found.
2. Classifying the identified errors based on types of errors.
3. Correcting these errors by using a selected book as a guide for the corrections.

## RESULT AND DISCUSSION

### Textbook-based Instructional Materials

Instructional materials involve knowledge, skills, and attitudes that students must acquire to meet the specified competency standards. Instructional materials are prepared by experts in specific fields with the aim of instructional purposes, equipped with teaching aids that are compatible and easily understood by users, in this case, teachers and students (Susanti, 2013).

Instructional materials serve several specific objectives in learning. Firstly, they assist students by providing additional resources that support their learning processes. Secondly, these materials prevent students from relying solely on a single source of information, encouraging broader exploration and understanding. Additionally, they help teachers deliver effective instruction by providing structured content and activities. Lastly, instructional materials enhance the learning experience by making it more engaging and interactive, thus promoting active participation and deeper comprehension among students.

According to their types, instructional materials can be categorized into four types: print-based (printed), audio-based (audio), interactive multimedia-based, and web-based (Yulandari & Mustika, 2021). Printed instructional materials, for example, include textbooks. Textbooks are instructional tools that contain a learning implementation plan to guide the learning process according to the expected competence achievement indicators. Based on its components, a textbook should contain at least learning objectives, learning steps, assessments, and other reference information that can assist teachers in implementing the learning process and students (Mohamed, 2023).

The preparation of textbooks is closely related to the curriculum program in force, so it must be relevant and support the implementation of the curriculum. Some aspects determine the quality of textbooks, including clarity of concepts, relevance to the current curriculum, alignment with students' interests, fostering students' learning motivation, attractive and appropriate illustrations, and easy understanding for students (Suharto & Fauzi, 2017).

### **Description of the Arabic Textbook-Based Instructional Material "*Modul Pembelajaran Bahasa Arab Untuk Madrasah Aliyah Kelas XI.*"**

The Arabic textbook-based instructional material that is the subject of this research is titled "*Modul Pembelajaran Bahasa Arab untuk Madrasah Aliyah Kelas XI.*" It is an instructional resource used and referenced in the learning of the Arabic subject at MA Madinatul Ulum. As indicated by its title, this textbook-based instructional material is designed for the eleventh grade. Gigih Bayu Wirangga and other contributors compiled this instructional material, published by Karya Media Putra Sukoharjo, Indonesia. The material is structured based on the Ministry of Religious Affairs Decision (Keputusan Menteri Agama) Number 183 of 2019, the regulation for standardizing the curriculum implementation in the madrasah. The goal is to balance spiritual and social attitudes, knowledge, and skills and apply them in various situations within the madrasah and daily life in society (Wirangga, 2019).

In general, this textbook-based instructional material encompasses a comprehensive array of components. It includes summaries that condense the material for clearer understanding, scientific activities that promote hands-on learning and experimentation, affective tasks that engage students emotionally and socially, cognitive tasks that stimulate critical thinking and problem-solving skills, and psychomotor tasks that develop physical abilities. Additionally, it features competency tests that assess mastery of learning objectives, along with assessments such as Midterm exams (PTS) and Final semester exams (PAS) that evaluate overall comprehension and retention of the subject matter.

Specifically, this Arabic textbook-based instructional material is written in 64 pages and consists of 3 chapters. Each chapter has its theme, covering:

1. Chapter pages contain themes and elaboration of basic competencies (KD) and competency achievement indicators (IPK).
2. Concept map of the material.
3. *Istima'* (Listening) comprises Arabic text accompanied by vocabulary and cognitive task 1.
4. *Qawa'id* (Grammar) consists of an explanation of basic grammatical rules in Arabic with Indonesian explanations and is accompanied by two practice tasks, namely cognitive task 2 and cognitive task 3.
5. *Kalam* (speech) presents dialogue texts and vocabulary and is accompanied by two practice tasks: psychomotor task 1 and cognitive task 4.
6. *Qira'ah* (Reading) presents Arabic reading texts with three practice tasks: psychomotor task 2, cognitive task 5, and cognitive task 6.
7. *Kitabah* (Writing) consists of Arabic reading texts without diacritics and is accompanied by cognitive task 7.
8. A competency test is at the end of each chapter.
9. Correction and enrichment, as well as affective tasks.

10. Midterm exams (PTS).

11. Final Semester exams (PAS).

With the description above, it can be confirmed that the Arabic textbook-based instructional material "Modul Pembelajaran Bahasa Arab untuk Madrasah Aliyah Kelas XI" encompasses all the content, both in terms of language elements and language skills, with various types of exercises presented with considerations for several aspects, including spiritual and social attitudes, cognitive, and psychomotor skills, packaged in a practical and easy-to-understand manner.

### Analysis of Syntactic Errors

The linguistic study of Arabic (Thu'aimah, 2004) divides language errors into three terms: *Zillah al-Lisān*, *al-Ghalath*, and *al-Khatha'*. *Zillah al-Lisān* refers to errors resulting from the speaker's fluency (*Taraddud al-Mutakallim*). *Al-Ghalath* is an error the speaker commits when speech does not match the language context. Meanwhile, *Al-Khatha'* is when the speaker or writer violates language rules. In this context, the term *Al-Khatha'* emphasizes the misuse of grammar in terms of pronunciation and writing, especially for the Classical Arabic language, namely *Fusha*.

According to (Jassim, 2015), error analysis is a development in applied linguistics (*Ilm al-Lughah al-Tahbiqi*), and it is applied in language learning. Applied linguistics has spread to various fields of study, such as contrastive analysis, error analysis in language learning, psycholinguistics, sociolinguistics, neurolinguistics, discourse analysis, and others.

Al-Rajih believes that error analysis represents a progression beyond contrastive analysis. Furthermore, error analysis results from applied linguistics when attempting to study language (Al-Rajih, 1995) e. In this context, error analysis concentrates on two focuses: (1) errors for native speakers, which are more directed at errors caused by physiological and psychological reasons, and (2) errors for non-native speakers, which are more directed at errors caused by factors influencing learning and a deficiency in understanding the language usage system, including phonology, morphology, syntax (Allahem & Alharbi, 2023). Syntactic error analysis is one of the processes of analyzing errors from a syntactic perspective because the language used does not conform to applicable grammar (Syafi'i et al., 2021).

In syntactic errors, (Ismail et al., 2015) identified at least seven syntactic errors in the writing of textbooks and similar materials, namely errors in the use of pronouns, adjective-noun constructions, subject-predicate, two consecutive verbs, direct objects, non-referential nouns, and specification. However, Ismail confirmed that the mentioned errors are flexible, meaning that each textbook or similar material may have different errors. However, the errors that occur are syntactic errors based on specific language rules.

Analyzing errors as a part of applied linguistics is crucial for language learning, as emphasized by (Thu'aimah, 2004); it serves several purposes: (1) equipping educators with effective language instruction, covering language acquisition procedures and teaching strategies, (2) providing insights for designing learning materials suitable for learner levels and languages, (3) assisting policymakers in developing language learning curricula, selecting textbooks, determining teaching methods, and implementing effective techniques, (4) offering opportunities for further studies related to students' weaknesses in learning a second language, along with potential solutions.

Analyzing these errors is carried out by following several steps (after observing steps suggested by various language experts), namely (1) identifying the errors, (2) correcting the errors according to language norms, and (3) explaining the results of the corrections made to these errors.

### Identification and Classification of Syntactic Errors

Based on the syntactic analysis of the Arabic textbook-based instructional material "Modul Pembelajaran Bahasa Arab untuk Madrasah Aliyah Kelas XI," several errors have been identified that need attention. Here are some of the errors found in the table below:

**Table 1. Forms of Syntactic Errors Found**

No	Words/Phrases	Forms of Error	Page
1.	الامتحان لِئِنْصَفِ الْفَصْلِ الْدِرَاسِي	The word الفصل is read as <i>Marfu'</i> ( <i>Dhommab</i> ), which functions as a <i>Mudhaf Ilaib</i>	2
2.	للشراء الاحتياجات اليومية	The word للشراء is expected to be <i>Mudhaf</i> but does not yet meet the criteria.	4
3.	في السوق التقليدية	The word السوق is <i>Muzakkar</i> , characterized by the word التقليدية which is <i>Mu'annas</i>	4
4.	عبر شبكة الانترنت	The word شبكة is read as <i>Marfu'</i> ( <i>Dhommab</i> ) is <i>Mudhaf Ilaib</i>	4
5.	ملابس	Read as <i>Tanwin</i>	5
6.	أربعة آلاف - تسعة آلاف	The word أربعة dan تسعة is expected to be <i>Mudhaf</i> but does not yet meet the criteria	6
7.	عشرون ألف - تسعون ألف	The word ألف is expected to be <i>Tamyiz</i> but does not yet meet the criteria	6
8.	تفضلي الخيار وبصل	The word الخيار is <i>Ma'rifat</i> , followed by the word بصل which is <i>Nakirah</i>	8
9.	يُباع فيه المأكولات	The word المأكولات is read as <i>Manshub</i> be <i>Na'ibul Fa'il</i>	9
10.	اقرأ هذا النص	The word النص is <i>Majrur</i> that follows هذا which is <i>Manshub</i>	9
11.	أكمل هذا النص	The word النص is <i>Majrur</i> that follows هذا which is <i>Manshub</i>	11
12.	السوق تقليدي	The word السوق is <i>Ma'rifat</i> , characterized by تقليدي is <i>Nakirah</i>	14, 37
13.	في الصف الأولى	The word الصف is <i>Muzakkar</i> , characterized by الأولى is <i>Mu'annas</i>	20
14.	هذا الكتاب لأحمد	The word لأحمد <i>Majrur</i> with <i>kasrah</i>	22
15.	جاء زيد فعمراً	The word فعمراً is read as <i>tanwin</i>	23

No	Words/Phrases	Forms of Error	Page
16.	ذهبت مع الطلاب	The word الطلاب is read as <i>Marfu'</i> dari <i>harf Jar</i> , that is in the previous one	42
17.	تذاكر	read as <i>Tanwin</i>	43
18.	وأريد تأكيد الحجز	The word تأكيد is read as <i>Marfu'</i> that to be <i>Maful bib</i>	45
19.	رقم الرحلة	The word الرحلة is read as <i>Marfu'</i> that to be <i>Mudhaf Ilaib</i>	47
20.	التذكرة جمعها ...	The word جمعها is read as <i>Majrur</i> to be <i>Khabar</i>	50

At least twenty syntax errors are found in the Arabic textbook-based instructional material "Modul Pembelajaran Bahasa Arab untuk Madrasah Aliyah Kelas XI." When categorized, these twenty errors can be classified into nine forms of errors as follows:

1. Syntax errors in the construction of *Idhafah* are found in errors 1, 2, 4, 6, and 19.
2. Syntax errors in the construction of *Na'at* and *Man'ut* are found in errors 3, 12, and 13.
3. Syntax errors in the construction of *Isim Ghairu Munsharif* are found in errors 5, 14, 15, and 17.
4. Syntax errors in the construction of *Tamyiz* are found in error number 7.
5. Syntax errors in the construction of *Athaf* and *Ma'thuf* are found in error number 8.
6. Syntax errors in the construction of *Na'ibul Fa'il* are found in error number 9.
7. Syntax errors in constructing *Khabar Ghairu Mufrod/Jumlah Ismiyah* were found in error number 20.
8. Syntax errors in the construction of *Maful bib* are found in errors 10, 11, and 18.
9. Syntax errors in the construction of *Isim Majrur* are found in error number 16

### Correction of Syntax Errors and Interpretations

The nine classifications of errors in writing found in the Arabic textbook-based instructional material "Modul Pembelajaran Bahasa Arab untuk Madrasah Aliyah Kelas XI" are syntactic errors related to the rules of Arabic syntax. Therefore, the corrections are certainly based on the correct grammar of Arabic syntax. The corrections for the syntactic errors found in the Arabic textbook-based instructional material "Modul Pembelajaran Bahasa Arab untuk Madrasah Aliyah Kelas XI." As a guide, the book used in the correction efforts for this study is "Teori Dasar Nahwu dan Sharf," written by Dr. H. Abdul Haris. As mentioned in the introductory message on the book's first pages, all books written and compiled by Dr. Abdul Haris, including those used as a guide in the correction efforts in this study, are considered worthy of being read. Anyone can study them as they are derived from sufficiently authoritative references in Arabic language rules, processed based on his experience as a language instructor over the years (Haris, 2018).

1. Correcting syntactic errors in the construction of *Idhafah*. *Idhafah* is a structure that consists of *Mudhaf* and *Mudhaf Ilaib*. The conditions are as follows: (1) if *Mudhaf*, it should not be preceded by the definite article "Al" (ال), it should not take *tanwin*, and if it is in the form of a *Jama' Muzaakkar Salim* or *Isim Tatsniyah*, then the nun should be removed as a replacement for *tanwin*, and (2) if *Mudhaf Ilaib*, it must be read in a specific grammatical



case or read *Jar* (Haris, 2018). Thus, syntactically correct sentence construction is as follows:

**Table 2. Correcting syntactic errors in the construction of *Idhafah***

No	Errors	Corrections	Interpretation
1.	الامتحان لنصف الفصل الدراسي	الامتحان لنصف الفصل الدراسي	Because the word الفصل becomes <i>Mudhaf Ilaib</i> that must be read as <i>Jar</i>
2.	للشراء الاحتياحات اليومية	لشراء الاحتياحات اليومية	Because the word لشراء becomes <i>Mudhaf</i> , that should not be preceded by definite <i>AL</i> ال
3.	عبر شبكة الانترنت	عبر شبكة الانترنت	Because the word شبكة becomes <i>Mudhaf Ilaib</i> , that must be read as <i>Jar</i>
4.	أربعة آلاف- تسعة آلاف	أربعة آلاف- تسعة آلاف	Because the words أربعة- تسعة, become <i>Mudhaf</i> that should not take <i>tanwin</i>
5.	رقم الرحلة	رقم الرحلة	Because the الرحلة becomes <i>Mudhaf Ilaib</i> , that must be read as <i>Jar</i>

It can be analyzed from Table 2 that the five errors mentioned above are errors in the aspect of *Idhafah* construction, which, after further explanation, are found to involve mistakes in the *I'rab* that should be read as *Jar* on the *Mudhaf Ilaib* and in the *Mudhaf* which should not have *AL* or *Tanwin*. These errors must be avoided because they relate to the meaning of ownership. If these errors occur, they will convey a different meaning and cause ambiguity, confusing the readers, in this case, students and teachers.

- Correction of syntactic errors in the construction of *Na'at* and *Man'ut*. *Na'at* is an expression that describes the attribute of its *Man'ut*. *Na'at* must be following its *Man'ut*. If *Na'at* is *Haqiqi* (literal), then between *Na'at* and *Man'ut*, there must be conformity in terms of: (a) *Mufrod*, *Tasniyah*, and *Jama'*, (b) *Muzakkar* and *Muannas*, (c) *Nakirah* and *Ma'rifah*, and (d) *I'rab*. And if *Na'at* is *Sababi* (causal), then between *Na'at* and its *Man'ut*, there must be conformity in terms of (a) *Nakirah* and *Ma'rifah* and (b) *I'rab*. *Na'at Sababi* must always be in the *Mufrod*, and in terms of *Muzakkar* and *Muannas*, *Na'at Sababi* must be adjusted to its *Ma'mul* (what is described) (Haris, 2018). Thus, syntactically correct sentence construction is as follows:

**Table 3. Correcting syntactic errors in the construction of *Na'at* and *Man'ut***

No	Errors	Corrections	Interpretation
1.	في السوق التقليدي	في السوق التقليدي	Because the word التقليدي becomes <i>Na'at</i> , it must follow السوق as its <i>Man'ut</i> , both being <i>Muzakkar</i> .
2.	السوق تقليدي	السوق التقليدي	Because the word التقليدي becomes <i>Na'at</i> , it must follow السوق as its <i>Man'ut</i> , both being <i>Ma'rifah</i> .

No	Errors	Corrections	Interpretation
3.	في الصف الأولى	في الصف الأول	Because the word الأول becomes <i>Na'at</i> , it must follow الصف as its <i>Man'ut</i> , both being <i>Muzakkar</i> .

Table 3 shows that the three errors mentioned above are errors in the aspect of the *Na'at* and *Man'ut* construction. It has been explained that these errors are caused by the inconsistency between the *Na'at* and its corresponding *Man'ut*. These errors must be avoided because they relate to the clarity of meaning and the relationship between the *Na'at* and *Man'ut* in determining the attributes or characteristics of the described noun.

3. Correction of syntactic errors in the writing of *Isim Ghairu Munsharif*. *Isim Ghairu Munsharif* is an *Isim* that does not accept *tanwin* due to (a) two reasons: *Wasfiyah*, including the *Wazan Fi'il*, the addition of *Alif* and *nun*, and *Udul*, and *Alamiyah*, including the *Wazan Fi'il*, the addition of *Alif and Nun*, *Udul*, *Ta'nits*, *Ajami*, and *Tarkib Mazji*, and (b) one reason occupying the position of two reasons, including the form of the *Muntabal Jumu'* and the *Alif* with *Maqsurah* and *Mamdudab*. Regarding its *I'rab*, when it is in the *Rafa'* with *Dhammah*, *Nasab* with *Fathab*, and *Jar* with *Fathab* (Haris, 2018). Thus, the correct syntactic sentence construction is as follows:

**Table 4. Correcting Syntactic Errors in the Construction of *Isim Ghairu Munsharif***

No	Errors	Corrections	Interpretation
1.	ملابس	ملابس	Because this word is <i>Isim Ghairu Munsharif</i> with one reason occupying the position of two reasons, it's <i>Sighat Muntabal Jumu'</i> , that follows <i>Wazan مفاعل</i>
2.	هذا الكتاب لأحمد	هذا الكتاب لأحمد	Because the word أحمد is <i>Isim Ghairu Munsharif</i> for two reasons: <i>Alami</i> and <i>Wazan Fi'il</i> , and when it is in the <i>Jar</i> with <i>Fathab</i>
3.	جاء زيد فعمرو	جاء زيد فعمرو	Without <i>tanwin</i> , because the word عمر is <i>Isim Ghairu Munsharif</i> for two reasons: <i>Alami</i> and <i>Udul</i>
4.	تذاكر	تذاكر	Because this word is <i>Isim Ghairu Munsharif</i> with one reason occupying the position of two reasons, it's <i>Sighat Muntabal Jumu'</i> , that following <i>Wazan مفاعل</i>

It can be analyzed from Table 4 that the four errors mentioned above are errors in the aspect of writing *Isim Ghairu Munsharif*, which, after explanation, are found in several *Illat*. These errors must be avoided to maintain grammatical accuracy, an important and frequently discussed aspect in Arabic, and to find the correct understanding of the meaning.

4. Correction of syntactic errors in the construction of *Tamyiz*. *Tamyiz* is an *Isim* read in the *Nasab* that describes an object that is still vague. The requirement for *Tamyiz* is that it must be an indefinite noun (*Nakirah*). Generally, *Tamyiz* is placed after the *Isim Adad* (number) and the *Isim Tafdhil* (superlative) (Haris, 2018). Thus, the correct syntactic sentence construction is as follows:

**Table 5. Correcting syntactic errors in the construction of *Tamyiz***

No	Errors	Corrections	Interpretation
1.	عشرون ألف – تسعون ألف	عشرون ألفا – تسعون ألفا	Because the word ألفا is read in the <i>Nasab</i> and describes an object that is still vague

Table 5 shows that the one error above is an error in an aspect of the *Tamyiz* structure. It was explained that this error was found in *Alij's* writing as a sign that it is in the *Nasab* position. This error needs to be avoided because it relates to the clarity of meaning, which itself explains and provides additional information to the preceding word, often in the form of quantity, size, or specific type, so that the reader can understand a text containing a word in the *Tamyiz* position.

5. Correction of syntactic errors in the construction of *Athaf* and *Ma'thuf*. *Athaf* is a sentence, whether a noun (*Isim*) or a verb (*Fi'il*), whose grammatical rules align with its *Ma'thuf Alaib*. Something that connects between *Ma'thuf* and *Ma'thuf Alaib* is called the *Athaf* particle. Generally, between *Ma'thuf* and *Ma'thuf Alaib*, there should be conformity regarding the grammatical case (*Sighat*) (Haris, 2018). Thus, the correct syntactic sentence construction is as follows:

**Table 6. Correcting Syntactic Errors in the Construction of *Athaf* And *Ma'thuf***

No	Errors	Corrections	Interpretation
1.	تفضلي الخيار ويصل	تفضلي الخيار والبصل	Because the word البصل becomes <i>Ma'thuf</i> , that must be following, الخيار, which becomes its <i>Ma'thuf Alaib</i> ; in this case, the conformity lies in both being <i>Ma'rifah</i> .

It can be analyzed from Table 6 that the errors mentioned above pertain to the aspect of *Athaf* and *Ma'thuf* construction, which, upon explanation, were found in the agreement between *Ma'thuf* and *Ma'thuf Alaib*. These errors must be avoided as they relate to the accuracy of meaning in a sentence because this construction is used to connect words or phrases, and errors in its usage can lead to misunderstandings or incorrect interpretations by a reader or student.

6. Correction of syntactic errors in the construction of *Na'ibul Fa'il*. *Na'ibul Fa'il* is a noun read in the *Rafa'* that comes after a passive verb (*Fi'il Majbul*) or a noun equated with a passive verb (Haris, 2018). Thus, the correct syntactic sentence construction is as follows:

**Table 7. Correcting syntactic errors in the construction of *Na'ibul Fa'il***

No	Errors	Corrections	Interpretation
1.	يُبَاع فيه المأكولات	يُبَاع فيه المأكولات	Because the word المأكولات is <i>Isim</i> , it comes after a passive verb, and it must be <i>Rafa'</i>

Table 7 shows that the one error mentioned above is an error in the aspect of the *Na'ibul Fa'il* structure. It was explained that this error was found in writing the *I'rab* marks on the *Na'ibul Fa'il*. This error must be avoided because it affects the clarity of the word's meaning in the position of *Na'ibul Fa'il*, which semantically refers to something affected by an action.

7. Correction of syntactic errors in the construction of *Khabar Jumlah Ismiyah*. *Khabar* complements the benefit (*Mutimmu al-Faidah*), the news standard so that the news can be made from anything. *Khabar* is divided into *Khabar Mufrod* (singular news) and *Khabar Ghairu Mufrod* (plural news). *Khabar Mufrod* means it does not consist of a total or resemblance to a total, while *Khabar Ghairu Mufrod* consists of a total or its resemblance to a total. There are two types of *Khabar Jumlah*: *Jumlah Ismiyah* (nominal sentence) and *Jumlah Fi'liyah* (verbal sentence). *Khabar Syibhu Jumlah* also has two types, namely *Jar Majrur* (a genitive phrase) and *Dẓaraf* (a prepositional phrase) (Haris, 2018). Thus, the correct syntactic sentence construction is as follows:

**Table 8. Correcting Syntactic Errors in the Construction of *Khabar Jumlah Ismiyah***

No	Errors	Corrections	Interpretation
1.	التذكرة جمعها ...	التذكرة جمعها ...	Because the word جمعها becomes <i>Khabar</i> , and its type is <i>Khabar Ghairu Mufrod</i> , namely <i>Jumlah Ismiyah</i> , according to <i>I'rab</i> , is a <i>Rafa'</i> .

Based on Table 8 analysis, it can be identified that the error in question pertains to the arrangement of *Khabar Jumlah Ismiyah*, which, upon explanation, reveals that the error lies in the *Kasrah* diacritic instead of the required *Dhammah* diacritic, indicating that the word should be in the *Rafa'*. This error should be avoided because it relates to achieving a thorough and accurate understanding of meaning within a complete sentence by the reader.

8. Correction of syntactic errors in the construction of *Maf'ul bih*. *Maf'ul bih* is an *Isim* read in the *Nasab* that comes after a transitive verb and functions as the object. *Maf'ul bih* is divided into two types: (a) *Maf'ul bih Sharib* (explicit), which can be an *Isim Zabir*, an *Isim Dhamir*, or a *Masdar*, and (b) *Maf'ul bih Ghairu Sharib* (implicit), which is made up of a *Jar* and *Majrur* (Haris, 2018). Thus, the correct syntactic sentence construction is as follows:

**Table 9. Correcting syntactic errors in the construction of *Maf'ul Bih***

No	Errors	Corrections	Interpretation
1.	اقرأ هذا النصّ	اقرأ هذا النصّ	Because the <i>Isim Isyarab</i> هذا is becoming <i>Maf'ul bih</i> , the word after that, namely <i>Musyarah</i> , must be matched, both being in the <i>Nasab</i>

No	Errors	Corrections	Interpretation
2.	أكمل هذا النصّ	أكمل هذا النصّ	Because the <i>Isim Isyarah</i> هذا is becoming <i>Maf'ul bib</i> , the word after that, namely <i>Musyarah Ilaib</i> , must be matched, both being in the <i>Nasab</i>
3.	وأريد تأكيدَ الحجز	وأريد تأكيدَ الحجز	Because the word تأكيدَ is becoming <i>Maf'ul bib</i> that must be in the <i>Nasab</i> with <i>Fathah</i>

From the analysis in Table 9, it can be deduced that the three errors mentioned above are related to the aspect of *Maf'ul bib* structure, which, after explanation, were found to be errors in the writing of vowel marks that should have been *Fathah*. These errors need to be avoided because they are related to the meaning of *Maf'ul bib* itself, which signifies the word affected by an action, and such errors could lead to misunderstandings in sentence comprehension.

9. Correction of syntactic errors in the construction of *Majrur*. It is known that *Isim* (noun) is an expression that has meaning and does not fall into one of the three tenses. Characteristics of a noun include the ability to be preceded by the definite article "Al" (ال), the ability to take *tanwin*, the ability to be in a genitive case (*Jar*), and the ability to take a genitive phrase (*Jar*) (Haris, 2018). Thus, the correct syntactic sentence construction is as follows:

**Table 10. Correcting Syntactic Errors in the Construction of *Majrur***

No	Errors	Corrections	Interpretation
1.	ذهبت مع الطلابُ	ذهبت مع الطلابِ	Because the word الطلابِ <i>Isim</i> that is read in the <i>Jar</i> , and able to be preceded by <i>Al</i> ال

Based on the analysis of Table 10, it can be seen that one error above pertains to the aspect of *Majrur* constructions, which, upon explanation, was found to be related to vowel errors. This error must be avoided because it relates to grammar accuracy following correct rules.

From the explanation above, it is known that the syntactic errors found in the Arabic textbook and as stated in each point of the error aspects above, these errors generally have a significant impact on the clear and accurate understanding of the meaning for the readers, particularly in this case, the students. Several shortcomings were identified in the analysis of the Arabic textbook that need attention. Firstly, there are significant syntactic errors despite covering various aspects of Arabic language skills such as listening, speaking, reading, and writing with various cognitive, psychomotor, and affective tasks. For instance, errors in *Idhafah*, *Na'at and Man'ut* constructions, *Isim Ghairu Munsharif*, and others indicate that some language uses do not conform to Arabic grammar norms. Additionally, the textbook needs updating to align more closely with current Arabic standards and to avoid errors that disrupt students' understanding and learning (Fuadiyah & Taufiq, 2020). Therefore, it is crucial to rectify these aspects so that this textbook can become a more effective tool in supporting Arabic language learning in Madrasah Aliyah (Ulhaq & Lubis, 2023).

## **The Implications of Syntactic Errors in Textbooks and Several Efforts to Overcome These Errors on Arabic Learning**

The textbook is essential for its presence in various instructional materials during the learning process. With instructional materials, the learning activities can proceed optimally, assisting teachers in delivering lessons and students engaging with their learning activities, from basic to intermediate to advanced levels. The textbook contains content that will be presented in the learning process, aiming to achieve the learning objectives following the expected competency standards (Jaya, 2019; Mohamed, 2023). Therefore, a textbook should be free from any linguistic and non-linguistic errors. When a textbook contains errors, it can adversely affect its quality.

Syntactic errors in instructional materials can significantly impact the quality of learning, especially in teaching Arabic at the Madrasah Aliyah (MA) level. Syntactic errors can lead to misunderstandings in grasping the basic concepts of the Arabic language. For instance, incorrect sentence structures can obscure meanings and lead students to incorrect interpretations. Such errors can be very detrimental in learning Arabic, which has strict grammatical rules (Fuadiyah & Taufiq, 2020). When instructional materials contain syntactic errors, students may replicate them in their assignments and exams. It can result in a decline in their overall language skills as they learn from incorrect sources (Ekawati & Arifin, 2022). These errors can become habits that are difficult to correct later on. Students who become aware of errors in their instructional materials may lose confidence in the quality of these materials. It can affect their motivation to learn, as they doubt the accuracy and reliability of the learning resources provided by the school. Syntactic errors can hinder students from achieving the expected competencies. Arabic requires a precise understanding of sentence structure to communicate effectively. Errors in instructional materials can prevent students from mastering these competencies properly (Iqbaluddin & Aisa, 2020; Khaled & Anderson, 2024).

Errors in instructional materials can affect the results of evaluations and assessments. If students complete exams or assignments based on incorrect information, their scores may not reflect their true abilities (Belanisa et al., 2022; Mohamed, 2023). It can negatively impact their academic achievements. Teachers will also face challenges when using instructional materials that contain errors. They may need to spend additional time correcting these materials and explaining the errors to students, reducing the time for teaching other important content (Haq, 2023). Students who study independently may be more affected by these errors, as they lack direct supervision from teachers to correct the mistakes they encounter (Sucityaswati et al., 2023). It can lead to misunderstandings that are difficult to rectify without proper guidance. Syntactic errors in instructional materials can lead to discrepancies with the established curriculum standards. Curriculums are typically designed considering correct syntactic rules, and errors in instructional materials can cause these discrepancies, ultimately affecting the overall curriculum evaluation process (Lutfiyah et al., 2023).

Several efforts can be made to overcome syntactic errors in instructional materials. First, instructional materials must undergo a rigorous review and editing process before being used to ensure no syntactic errors. Second, teachers need to be trained in recognizing and correcting syntactic errors in instructional materials and during teaching. Third, students should be encouraged to use various learning resources to verify the information they learn.

Fourth, teachers should provide consistent and constructive feedback to students regarding the errors they make to improve their understanding (Zurqoni et al., 2020). Fifth, involving Arabic language experts in developing instructional materials is crucial to ensure content accuracy and quality. By taking these steps, it is hoped that syntactic errors in instructional materials can be minimized, thereby enhancing the quality of Arabic language learning at the MA level.

## CONCLUSION

In analyzing this Arabic textbook, several shortcomings were identified that require attention. Firstly, significant syntactic errors were found, although the textbook covers various aspects of Arabic skills, such as listening, speaking, reading, and writing with various cognitive, psychomotor, and affective tasks. For example, errors in *Idhafah* construction, *Na'at and Man'ut*, *Isim Ghairu Munsharif*, and others indicate that some language uses do not adhere to Arabic grammar norms.

Syntactic errors in instructional materials can significantly impact the quality of learning, particularly in Arabic learning at the MA level. These errors can lead to misunderstandings in grasping the basic concepts of the Arabic language, where incorrect sentence structures can obscure meanings and lead students to incorrect interpretations. Such errors can be highly detrimental to learning Arabic, which adheres to strict grammatical rules. When instructional materials contain syntactic errors, students may replicate them in their assignments and exams, resulting in a decline in their overall language skills as they learn from inaccurate sources. Additionally, these errors can affect student evaluations and challenge teachers in their teaching process, potentially requiring extra time for corrections. By involving language experts in instructional material development, providing teacher training, and promoting alternative learning resources, it is hoped that syntactic errors in instructional materials can be minimized, thereby enhancing the quality of Arabic language learning at the MA level.

The syntactic error analysis of this Arabic textbook-based instructional material gives rise to several recommendations. First, writing errors in instructional materials or others can occur, and it would be best to avoid them for any technical reason. Second, the writing team should prepare thoroughly by making corrections and improvements in all aspects, especially in syntactic language structure. Third, for institutions ordering print-based instructional materials, such as textbooks and others, there should be an effort to check thoroughly before making orders, especially in large quantities. Fourth, this study only reviews errors in terms of syntactic structure. Therefore, further studies are needed for instructional materials that will be used in the next semester or by other classes, covering aspects of syntax, morphology, and semantics.

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### AUTHOR CONTRIBUTIONS STATEMENT

[AT] worked on the project, developed the primary conceptual ideas, collected data, composed the manuscript, and translated the article. [MM] and [BI] assisted the primary author in analyzing data. Moreover, all authors collaborated to gather relevant references and literature.

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