Phonological Errors of Juz Amma in 1st grade of RTQ Al Ghozali Malang

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ABSTRACT

Phonological errors are language errors in pronunciation that are produced by human speech tools, that causing differences meaning. So the need for accuracy in pronouncing a letter or word in accordance with the appropriate articulation. This article tries to describes the forms of the phonological errors of juz amma, and also the factors that influence the phonological errors of juz amma and the solutions to minimize the phonological errors of juz amma. This research is a descriptive qualitative research. The data collection techniques used the method of observation, interviews, study literature and documentation. The data analysis technique of this research are data collection, sorting and selecting data, presenting data and taking conclusions. The data source of this research is based on the results of observations on the students of RTQ Al-Ghozali Malang. The result of this research is phonological errors of juz amma in 1st grade, both in terms of pronouncation and the long and short verses. The causative factors are inappropriate language acquisition, lack of interest in learning, habituation factors and social support factors. So that the solution is to emphasize the teacher's pronunciation in reciting juz amma correctly, motivating children to learn, continuous good habituation, and the importance of support system.

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Keyword

Keyword : phonological errors, juz amma, 1st grade

Introduction (المقدمة)

Arabic is the language of the Qur'an. As it is known that the Qur'an is a holy book in Arabic, but has different characteristics from Arabic texts in general; such as how to read using tajwid rules which are not commonly applied in reading Arabic texts other than the Qur'an which contains revelational instructions, there are several verses which require knowledge of asbabu al-nuzuul and others to understand them, (Ulum , 2009).

In the learning process, of course, many errors that are often encountered in the field of language are related to linguistics, such as semantics, syntax,

morphology, and phonology . In language *phonology* is derived from the Greek *phone* , which means "sound" and *logos* meaning "science". So literally, phonology is the science of sound. Phonology is part of linguistic studies that studies, discusses and analyzes every sound of language produced by the human speech apparatus (Chaer, 2009:1). Meanwhile, according to Muaffaq (2012: 1), phonology is a part of linguistics that studies sound. It can be concluded that phonology is a branch of linguistics that discusses the sounds of language, the process of their formation and changes.

Error analysis is a process that is based on analyzing the errors of people who are learning with a clear object. Obviously what is meant is something that has been targeted in the form of language. The error analysis has five working steps which include: collecting error samples, identifying errors, explaining errors, classifying errors (based on their causes), and evaluating errors. According to Amrulloh (2019:21), phonological errors are language errors in pronunciation that are produced by human speech tools, causing differences in meaning. So the need for accuracy in pronouncing a letter or word in accordance with the appropriate articulation.

Most of the students at TPQ, find it difficult to learn the Qur'an, especially in terms of reading and pronouncing Al-Qur'an. (Widodo, 2017). This is of course often a surprise for all Muslims, because every parent and teacher certainly wants their child to be fluent and proficient in learning the Qur'an. So that we as Muslims hope that our children and grandchildren will love to study the Qur'an.

Roudhotu Tarbiyatil Qur'an (RTQ) Al-Ghozali was officially established on October 27, 2007. This institution is located on Jl. Amethyst number 10B Tlogomas Malang. Researchers took the object of research at RTQ Al-Ghozali because many phonological errors were found in students of 1st grade in juz amma. Students are often in terms of pronouncation errors and the long and short errors in verse

So with this problem, the research that will be compiled aims to describes the forms of the phonological errors of juz amma, and also the factors that influence the phonological errors of juz amma and the solutions to minimize the phonological

errors of juz amma. Therefore, in this study, the researcher chose the title: " Phonological Errors of Juz Amma in 1st Grade of RTQ Al-Ghozali Malang".

Method (طريقة البحث)

This research uses descriptive qualitative research. This research was conducted by obtaining a clear description or description of the phonological errors of juz amma in 1st grade of RTQ Al-Ghozali Tlogomas Malang. The objectives of this study are (1) to describe the forms of phonological errors of juz amma in 1st grade (2) to describe the factors that influence phonological errors of juz amma in 1st grade (3) to describe solutions to minimize phonological errors of juz amma in 1st grade

In this study, the researcher acts as a *human instrument* by adhering to two guidelines, namely: (a) Interview guidelines, that used by the author as a guide when conducting interviews with resource persons, the head of the Institute and the teacher. (b) Observation guidelines, which are used as guidelines when making observations during the implementation of learning at RTQ Al-Ghozali Tlogomas Malang. The data in this research are qualitative data on juz amma pronouncation of juz amma in 1st grade . Meanwhile, the source of the data for this research is the students of 1st grade in RTQ Al-Ghozali Malang.

The data collection techniques of this research, there are: a) Observations made to grade 1 students of RTQ Al-Ghozali b) Interviews with heads of institutions and teachers, c) Study of literature to support this research by looking for references, d) Documentation. The data analysis technique of this research has four stages, there are: a) data collection, b) sorting and selecting data, c) presenting data, d) taking conclusions.

Results & Discussion (نتائج البحث ومناقشاتها)

1. Research Result

Based on the data obtained from reciting juz amma in 1st grade of RTQ Al-Ghozali, the researchers found several phonological errors of juz amma inpro 1st grade in RTQ Al-Ghozali Malang, which can be described as follows:

Pronouncation Error Form:

Error Form	**Lafadz**	**Error**
Pronouncation error of ع becomes ء	إيّاك نعبد ويّاك نستعين	ا إيّاك نأبد ويّاك نستعين
	.. أنعمت عليهم ..	أنأمت عليهم
	قل أعوذ ...	قل أؤوذ
Pronouncation error ق becomes ك	قل أعوذ ...	كل أعوذ ...
	...صراط المستقيم	...صراط المستكيم
Pronouncation error ص ,ش becomes س	من شرّ الوسواس ...	من سرّ الوسواس ..
	صراط المستقيم	سراط المستقيم

a. Pronunciation error ع becomes ء

This pronouncation error is often encountered in students. Many of them were wrong to pronounce the letter ع Becomes . This right is because we are used to saying in Indonesian, and of course there is no letter and never used in everyday communication. This makes the child more able to pronounce the letters, because it is easier and more often spoken. And also the location of the articulation is close together, the letter is in the middle of the throat, while the letter located in the larynx or middle of the throat. So that often macro errors occur and .

b. Pronunciation error ق becomes ك

The letter ق belongs to the tafkhim letter, while the letter ك belongs to the tarqiq letter, and the letter ك is used in Indonesian. So this causes the wrong pronunciation of ق to ك. The articulation is also close together, the letter ق is at the base of the tongue about the palate above. While the letter ك is at the base of the tongue slightly forward about the palate.

c. Pronunciation error ص ,ش becomes س

Children tend to pronounce the letters ص ,ش and with the same pronunciation as the letter س. Moreover, it is easier for students to pronounce it using the letter 's'. And also the articulation of the letter ش is in the middle of the tongue and the middle of the palate, while the letter س is at the tip of the tongue facing and approaching between the two incisors (upper and lower).

Long and short errors form in verse

Error Form	Lafadz	Error
Extending letters that should be short	ومن شرّ النفّاثات ..	ومن شرّ النّافّاثات ..
	من شرّ ما..	من شار ما
	إذا وقب	إذا واقب
Shorten letters that should be long	ولا الضّآلّين	ولا الضّآلّن
	ومن شرّ النفّاثات ..	ومن شرّ النفّشت ..

a. Error extending verse that should be short

This error occurs a lot among students, for several valid reasons, one of which is a song, when students memorize, they will memorize according to what they hear.

b. Error shortening verse that should be long

This error occurs a lot among students, for several valid reasons, one of which is that students often memorize in a fast fashion, so that the short length can indirectly change.

2. Discussion

Based on the elaboration of the classification of phonological errors of juz amma in 1st grade, it can be described as follows:

a. Phoneme changes from thick to thin letter

This change occurs in the tafkhim (bold) letters which are read as tarqiq (thin). For example in the letter ش and which reads like letters , where is the letter and has a heavy pronunciation, while the letter has a thin pronunciation. As for the letters pronounced like the letters . Letter including letters that are pronounced bold, while the letter lighter pronunciation. This makes the two letters often make mistakes in pronunciation.

According to Arwani (2009: 5) *makhorijul letters are* divided into 17, namely

1. Oral cavity and throat that is the letter mad
2. The larynx is the letter ء and ه
3. Mid throat i.e. the letter ع and ء
4. The tip of the throat that letter غand
5. base of tongue which hits the ceiling above it is the letter ق
6. Base of the tongue are somewhat ahead of the ceiling of the letter ك
7. The middle of the tongue meets the palate, namely the letters ج, ش, ي
8. The right and left edges of the tongue touch the inner upper molar gums, namely the letter ض
9. The front right or left edge of the tongue meets the gums on the upper first incisors, namely the letter ل
10. The tip of the tongue on the gum first upper incisors are letters ن
11. The tip of the tongue rather keep gums into the first series the letter ر
12. The back of the tip of the tongue that hits the base of the upper first incisors to the gums is the letters ط, د, ت
13. The tip of the tongue that fits between the two incisors (upper and lower) is the letters ص, س, ز

14. The tip of the tongue meets the tip of the first two upper incisors, namely the letters ظ, ذ, ت
15. Lower lip in which the tip of the upper incisors the letter ف
16. The two upper and lower lips are the letters و, ب, م
17. Janur or the bridge of the nose is the letter *ghunnah*

b. Changes the length and the short of the verse

This happens because of the intonation and speed of students in pronouncing juz amma. Students are often pronouncing or reciting juz amma with fast reading. This causes misinterpretation due to the long and short of verse that is not noticed

Based on the data obtained in the learning process at RTQ Al-Ghozali Tlogomas Malang, there are several factors that influence the phonological errors of juz amma, as follows.

First, the acquisition of children's language is not appropriate, of course, in the learning process, students look in the mirror and imitate what the teacher orders and demonstrates, so that when the teacher is wrong in reciting or reading a prayer reading or memorization material, the students will still be imitated. Meanwhile, in this case, the child only imitates what the teacher teaches, without knowing whether it is correct or not.

Second, the lack of interest in children's learning. At that age children can not read in its entirety, this also greatly affects the learning process. According to Slameto (2013), a large individual child's interest in learning will result in better achievement, as well as if the individual's interest in learning is lacking, the achievement will be lower.

Third, the habituation factor, when children in their environment are accustomed to habituation of good and positive things, it will affect their daily lives. Likewise, if children are accustomed to reading and pronouncing verses of the Qur'an such as juz amma from an early age, then children will be easier and faster in absorbing and pronouncing them. According to

Hamid (2013), the difficulty in pronouncing the sounds of Arabic letters is the influence of the mother tongue (Indonesian), which affects two aspects, namely:

1. Indonesian language habits can support the Arabic learning process, when both languages have the same pronunciation
2. The habit of the first language (Indonesian) has an impact on the Arabic sound, this situation affects several aspects:

    a) Speakers who have difficulty pronouncing Arabic sounds that are not found in their first language, namely Indonesian.
    b) Speakers listen to Arabic words that are foreign to them and then pronounce them using sounds found in Indonesian

Fourth, the social support factor. A child who is in a positive environment, with a good family role, will support the child's learning process and achievement. With the environment, family, friends who provide reinforcement and appreciation for him, then it will psychologically motivate children in carrying out their activities, especially in learning. According to Santrock (2011) there are three longitudinal studies on the importance of language skills and preparation of children in the learning process, namely:

a. The phonological level, the names of the letters and knowledge related to sounds and the speed in understanding literacy in early childhood are closely related to the cognitive success of children.
b. The home or family environment affects language skills in early childhood, so that it can be a provision for children to enter the next level
c. Children's knowledge of letters and previously applied habits are highly correlated with children's reading achievement at the next level.

So that the solution that can be done to minimize phonological errors of juz amma , *the first* is the need to emphasize the teacher's pronunciation in giving examples and reciting juz amma properly and correctly. *The second* is the need to motivate children in learning, so that children will understand the material more quickly, especially in juz amma. *The third* is the need for continuous habituation, because children who have been accustomed from the start will find it easier to acquire and learn something. If children from a young age have been listened to juz amma and recited them, it will be easier for children in the learning process.

Then *the fourth* is the importance of support from the surrounding environment, both from family, friends and teachers. When children are often given reinforcement and appreciation when learning something, for example when the child has succeeded in achieving something, the teacher can give praise or applause to the child, as well as his friends and family, can be given a reward when the child succeeds in achieving something. that. So that it can also motivate children to do everything.

CONCLUSIONS (الخاتمة)

In the learning process, there are many errors that often encountered in the field of language, one of which is phonological errors. Based on the results of research related to "Phonological Errors of Juz Amma in 1st Grade of RTQ Al-Ghozali Tlogomas Malang" it can be concluded that phonological errors of juz amma in 1st grade are pronouncation errors, that changing makhroj tafkhim into tarqiq and errors in short length of lafadz. The factors that influence phonological errors of juz amma in 1st grade are children's language acquisition that is less precise, children's lack of interest in learning, daily habituation factors and also social support factors.

The solutions to minimize the occurrence of phonological errors of juz amma in 1st grade are (a) the right emphasis from the teacher during the learning process, especially in terms of pronunciation, (b) motivating children in learning, so that children can be motivated in learning activities, namely in the form of approaches

and understanding from the teacher, (c) good habituation factors from the family environment and surroundings, so that children get used to and more easily absorb lessons during the learning process, (d) the existence of support system from the surrounding environment, both family, friends, and teachers, because indirectly this factor greatly affects the development and interests of children.

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