Problems of Writing Arabic Related to Changes in Arabic Syntax and Morphology

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Abstract: There are many problems related to changes in Arabic writing related to Arabic syntax (nahw) and morphology (sharf). Arabic learners often find it difficult to know which text is correct and which text is not in accordance with Arabic rules. In a somewhat deeper manner, all of the above studies will be presented by the author in this article. In this article, the method used is a qualitative descriptive approach with the library research method. Meanwhile, the instrument used in this study was documentation by examining several books related to Arabic syntax (nahw) and morphology (sharf). This article produces a solution in solving the problems of writing Arabic, namely by looking at the rules that have been mentioned in several literatures and books related to Arabic syntax and morphology. Then compare between several books to uncover the truth of the composition of an Arabic sentence (syntax) and Arabic words (morphology). In philology, this method is known as the objective method.

Keywords : *Writing Arabic, syntax (nahwu), morphology (sharf).*

Introduction

In language studies, especially Arabic, there are several important elements that are closely related to this study, both external and internal elements. Among the external elements, for example; language media, language acquisition and others. From the internal elements of language, for example the rules of language (i'rab / syntactic and sharf / morphology), the science of learning (semantics), psychology of language (psycholinguistics), (Ali Ahmad Madkur, 1984: 250) and others. Of these several elements, there are two elements that will be discussed in this article, namely syntactic (nahwu) and morphological (sharf) elements.

In Arabic writing, there are often changes caused by various factors; regional accent factor, language user error factor, word similarity factor or word difference factor, word similarity factor and sentence structure or other factors. This of course raises its own problems. Among the problems that occur are that it is difficult for students and society in general to know which words or sentences are correct according to existing language rules. Because sometimes with frequent use in writing, wrong

words or sentences can be considered correct by students and society. This is due, for example, to their lack of knowledge about correct Arabic writing. So it is necessary to find a solution to this problem.

Before providing a solution to the existing problems, the writer also needs to provide a brief description of writing Arabic, the purpose of writing Arabic, and the various types. This is to provide an initial description of the theme being studied and its direct relation to the title of this article. After that, the author goes into the elaboration of problems that occur which are directly related to Arabic syntax (nahwu) and morphology (sharf). Furthermore, the new author presents a solution which can be used as a reference for the problems that have been described or which are similar to the problems in this article.

There are two previous articles related to this article that the author presents in this article, both from journals and proceedings, namely the article by M. Yusril Hadi from IAI Hamzanwadi NH Lombok Timur entitled "Student Problems in Writing Arabic Sentences in Class VII MTs Ash-Salihin NW Paok Kuning Beber" (M. Yusril Hadi et al., 2021, article by Nadya Silva Nurhanifah entitled "Problematics of Arabic Language Students in Improving Arabic Writing Proficiency" (Nadya Silva Nurhanifah, 2022), this article with the two articles above there are several The difference is that M. Yusril Hadi's article only discusses the technicalities of writing Arabic sentences and Nadya Silva Nurhanifah's article discusses the problem of Arabic writing in relation to Indonesian, so both have significant differences in this article.

Methodology

This research uses a qualitative approach with the method of library research (library research). The qualitative method is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior (Lexy J. Moleong, 2009: 4). Likewise with this research, the selection of the type of research used is adjusted to the focus of the problem in this study. That's because in this study the data generated is mostly in the form of words. The data sources in this study were books related to Arabic syntax (nahw) and morphology (sharf).

The instrument used in this research is documentation. According to Suharsimi Arikunto, in the documentation method, researchers can investigate written objects such as books, documents, magazines, meeting minutes, diaries, regulations and so on (Suharsimi Arikunto, 2010: 201). In this study, the authors examined books related to Arabic syntax (nahw) and morphology (sharf) to serve as research instruments.

This study uses qualitative data analysis. Basically, data analysis does not depend on the type of data available, whether from literature research or field research. Both can be the same, depending on the purpose of the research (Nyoman Kutha Ratna, 2018: 189).

Results and Discussion

Definition of Arabic Writing

Writing is a means of communicating in written language between people and other people who are not limited by place and time (Abdul Hamid et al., 2008: 49). Some people mistakenly think that writing Arabic is a simple skill that only leads to being able to correctly write letters and some words from one form to another. When in fact the meaning of "writing" is broader than this. So "writing" is actually an activity of the body (read: hands) and thinking activity. These two things must exist in writing skills (Mahmud Kamil Al-Naqah and Rusydi Ahmad Thaaimah, 2003: 201).

There are those who consider that writing is a thinking activity that leads to the choice of a medium used by a person to express thoughts and the ability to compose experiences and present them in a form that is in accordance with the author's goals (Rusydi Ahmad Thaaimah, 1986: 579). This means that writing activities are actually activities that are very broad in scope. Not only the physical activity of the hands, but the heart and mind are very influential. And in essence, learning to write is centered on three things, namely: first, the ability to write correctly; secondly, improving khath or writing; and third, the ability to express thoughts clearly and in detail (Abdul Hamid et al., 2008: 49).

Purpose of Writing Arabic

The purpose of writing Arabic is very diverse and very many. Therefore, the author will convey several objectives that are important to note in order to learn to write Arabic. Among these objectives are the following:

1. Train students to write letters and words in correct writing according to the rules agreed upon by linguists.

2. Alleviate writing difficulties that require assistance, such as writing some words that have hamzahs, words ending in alif, words that contain several letters whose sound is almost the same as other letters and other problems.

3. Provide a large portion in increasing student knowledge to rise to a higher level.

4. Train students to improve their writing, namely assisting in terms of recitation, vocabulary and tarkib or language arrangement and also to understand with correct understanding.

5. Writing can train the eye to see carefully when imla' manqul and can train the ear by getting used to hearing well and by listening carefully can also distinguish several letters that sound almost the same. And also can train the hand to hold the pen, apply the fingers and manage the movement properly (Aiman Amin Abdul Ghani, 2012: 17).

6. Familiarize students to be thorough, orderly, orderly, and good at observing in all their activities.

7. Expand experience and development, especially in terms of language (Abdurrahman al Hasyimi, 2008: 185).

And there are many more purposes for writing Arabic in detail that the author cannot mention all on this page.

Types of Arabic Writing

There are several kinds of Arabic writing, this is according to the stages of students who are learning, starting from the beginner stage, advanced to the highest stage. The various types are as follows:

1. *Khat*

What khat means here is good writing. This is important and good to use, especially for teachers of Arabic and religious teachers who are required to be able to write Arabic not only correctly but also well (Ahmad Fuad Efendy, 2005: 138). This khat is the basic stage of Arabic writing. Because the practice of writing letters is in this khat learning. Although the end goal is good writing, so that it is easy to read and see and understand..

2. *Imla'* (Writing Hijaiyyah Letters)

a. Imla' Manqul, namely writing by moving the writing on the book, card or blackboard. This aims to train basic students to be able to write letters, words and sentences properly and correctly according to the material provided (Umar Shiddiq Abdullah, 2008: 120)..

b. Imla 'Mandhur, namely conveying material such as short texts to be read and understood by students. Then the material that has been read is written by students without looking at the text. Then the teacher corrected it and conveyed it to the students (Umar Shiddiq Abdullah, 2008: 121)..

c. This can be done repeatedly so that students get used to writing Arabic words and sentences. The material can be changed by the teacher according to the ability and improvement of students..

d. Imla' Ikhtibari is learning to write by means of students listening to material in the form of voices from the teacher, VCD sound, TV or other media. Then students write the material that has been heard. If necessary, the sound that has been heard can be repeated (Umar Shiddiq Abdullah, 2008: 121)..

e. Or even the teacher can read slowly or quickly according to students' abilities..

3. Composing

a. Structured Writing.

Structured composing, namely students composing and writing with direction from the teacher. For example, the teacher gives some vocabulary and shows the appropriate tarkib with the material or theme to be written. At this level, the teacher can also provide material and students summarize the material. Or by presenting illustrated stories to be translated in writing by students (Umar Shiddiq Abdullah, 2008: 125). It can also be done by translating from Indonesian to Arabic. And several other ways that are still under clear directions from the teacher.

b. Write freely

This level is the last level of learning to write. At this level students are given the freedom to choose themes, develop their thoughts, use mufradat or tarkib in their writing, but that does not mean students are separated from the teacher's guidance and assistance. Or at this level students reach the creative level in using Arabic, although not to the level when using their mother tongue. At least at this level students can write Arabic as written by Arabs but differ in the level of ability to use the language (Abdul Hamid et al., 2008: 58).

Some material suitable for this stage is writing fictional or non-fiction stories, writing about events in the present, past or future. Or exposure to thought, analysis or comparison of something. And various other materials in various ways, basically students are given the freedom to write (Umar Shiddiq Abdullah, 2008: 126)..

Problems of Changes in Arabic Syntax

Dalam In linguistic studies, there are several language changes caused by various factors; regional accent factors, language user error factors, word similarities or word differences or other factors. Among the problems of change there is a problem of change in terms of syntax (nahw). Some examples of problematic syntax changes are:

1. With the order قد لا يجوز (sometimes you can't), the correct order should be: ربما لا يجوز (sometimes you can't).

2. There is an arrangement of أنا كمسلم which actually means "I am like a Muslim", changing the meaning to "I am a Muslim". Here there is a problem of changing the meaning of the jar letters.

3. The existence of the arrangement أكد على الحقيقية (he strengthens reality) which uses the preposition على is actually sufficient without the preposition على, namely أكد الحقيقية (he strengthens reality) (Muhammad Muhammad Dawud and Uril Baharuddin, 2018: 37).

4. The arrangement of هذه امرأة صبورة (this is a patient woman) is a change from the arrangement of هذه امرأة صبور (this is a patient woman). Certain characteristics are the same in their mudzakar and muannats, such as: معطاء، مفضال، مدرار، غيور، صبور، فخور، حنون، وقور، عطوف. Although for mu'annats there is no need to add ta' marbuthah (ة) (Ibrahim Abd. Majid Dlawwah, 2009: 56).

These changes become a problem, because even though they often violate the rules of good and correct Arabic, they are sometimes used in writing Arabic. As a result, some people consider the change to be correct and in accordance with the rules of the good and correct Arabic language..

Problems of Arabic Morphological Changes

SelainApart from the problem of syntactic changes, there are also morphological changes (sharf) that occur in words in Arabic. This change occurred due to several factors that are no different from the changes that occurred in the Arabic syntax above. Some of the problems of these changes, for example:

1. The existence of the word ينقُل often changes to ينقِل . Even though the word has the same tasrif as نصر – ينصُر, then the correct one is نقَل – ينقُل.

2. The existence of the word يهدُف often changes to يهدِف . Even though the word has the same meaning as نصر – ينصُر, then the correct one is هدَف – يهدُف.

3. The word يكسِب often changes to يكسَب . Even though the word has the same tasrif as ضرَب – يضرب, the correct one is كسَب – يكسِب (Ibrahim Abd. Majid Dlawwah, 2009: 36).

Similar to syntactic changes, changes that occur in Arabic morphology (sharf), although they often violate good and correct Arabic rules, are sometimes used in Arabic writing and pronunciation. As a result, some people consider the change to be correct and in accordance with the rules of the good and correct Arabic language

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Solutions to the Problems of Writing Arabic Related to Changes in Arabic Syntax and Morphology

Jika If we find changes to the rules of the Arabic language, both in the form of changes in syntax (nahw) and morphology (sharf), we can research and examine whether these changes are in accordance with the rules of the Arabic language or not. The study can use one of several research methods in the field of philology, namely the objective method. This objective method aims to approach the original text through manuscript data by using text comparisons. The process is that manuscripts are copied one by one, errors that have occurred in the next manuscript in tradition, will continue to be passed down to the next manuscript. So the errors contained in the process of copying from one text to another can be used to show the differences and similarities between several texts (Nabilah Lubis, 1996: 88).

The author uses this method because there are many books that study syntax (nahw) and morphology (sharf) in the community. So a comparison between several books is needed to reveal the truth of the composition of an Arabic sentence (syntax) and Arabic words (morphology). The objective method can be done by collecting several texts related to Arabic syntax, for example; Jami' Durus al Lughat al Arabiyyat, Alfiyah Ibn Malik, al Shawab al Lughawy and others. And several manuscripts related to Arabic morphology, such as; al Amtsilat al Tashrifiyyat, al Maqshud, Alfiyah Ibn Malik, al Shawab al Lughawy and so on. Several Arabic dictionaries can also be added, such as; Lisan al Arab, al Munjid, al Munawwir and others.

After being collected, these writings were examined and compared according to the sentences or words studied. Generally there are more correct scripts than wrong ones. From here, it will appear that several texts are not in accordance with the rules of the Arabic language. Both in terms of syntax (nahw) and morphology (sharf).

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Results and Discussion

From this simple article, several conclusions can be drawn, that there are problems in writing Arabic related to syntactic (nahw) and morphological (sharf) changes. These changes in Arabic writing were caused by various factors; factors of regional accent, factors of language user errors, factors of similarities in words or differences in words, factors of misunderstanding of standard Arabic or other rules.

To find out which is correct in terms of syntactic (nahw) and morphological (sharf) changes in Arabic, we can compare several books. In this case there is a philological method to compare between several texts to reveal the truth of the composition of an Arabic sentence (syntax) and Arabic words (morphology), namely the objective method. The objective method can be carried out by collecting several books related to Arabic syntax, for example; Jami' Durus al Lughat al Arabiyyat, Alfiyah Ibn Malik, al Shawab al Lughawy and others. And several manuscripts related to Arabic morphology, such as; al Amtsilat al Tashrifiyyat, al Maqshud, Alfiyah Ibn Malik, al Shawab al Lughawy and so on. After being compared, it will be known which is the correct script or writing and which is not in accordance with the correct Arabic rules.

So, I hope this objective method in philology can be a solution to the problems of writing Arabic related to changes in Arabic syntax (nahw) and morphology (sharf). And with this solution it is hoped that it can reduce the problems that exist in Arabic writing, especially related to syntax and morphology.

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