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Phonological Errors In Arabic Pronunciation Among Islamic Speech Contest Participants

Siti Maesaroh*
Department of Arabic Language Education, Indonesia University of Education
sitimaesaroh30@upi.edu

Tatang
Department of Arabic Language Education, Indonesia University of Education
tatangupi@upi.edu

Nalahuddin Saleh
Department of Arabic Language Education, Indonesia University of Education
nalahuddinsaleh@upi.edu

Abstract

This study explores phonological errors in the pronunciation of Arabic scriptural references by participants in the Islamic Fest 2024 speech contest, analyzing underlying psycholinguistic factors. Employing a descriptive qualitative approach with phonetic and psycholinguistic perspectives, data were collected from two purposively selected participants' speech videos. Analysis involved an observe-and-note technique complemented by Praat software to examine acoustic features. Findings reveal two primary categories of phonological errors: linguistic errors, stemming from inadequate mastery of letter articulation points (makhraj) and vowel length (mad), and performative errors, driven by psychological pressures like nervousness and cognitive load within the competitive context. Both error types influence the conveyed meaning of scriptural references, potentially leading to semantic ambiguity. This study

recommends developing da'wah (Islamic preaching) training programs that integrate phonetic, psycholinguistic, and semantic approaches to enhance pronunciation accuracy and semantic clarity in religious communication.

***Keywords**: Phonological Errors, Makhraj, Tajwid, Psycholinguistics, Speech Contest.*

1. Introduction

Islamic preaching (da'wah) plays a fundamental role in disseminating religious values and moral guidance to the public. One of its primary mediums is the use of Arabic dalil scriptural references from the Qur'an and Hadith, which function not only as theological evidence but also as tools for persuasion and spiritual reflection (Ali & Himmawan, 2019). In formal preaching contexts, particularly in public speech contests, accurate articulation of these texts is paramount. The precision of pronunciation is not a matter of aesthetics alone, but of semantic integrity, linguistic authority, and religious accountability.

In Islamic speech competitions, participants are evaluated on multiple criteria, including content accuracy, delivery, and proper citation of religious sources. Among these, the accurate recitation of Arabic dalil is a crucial component, serving as both a linguistic performance and a religious act. Pronunciation errors, particularly at the phonological level, can distort the meaning of the text, undermine the speaker's credibility, and lead to misinterpretation by the audience (Saidah & Tawakkal, 2022). Thus, articulation in da'wah delivery must align with the rules of Arabic phonology and tajwīd to preserve the authenticity and clarity of the message (Tatang & Hayati, 2018).

Arabic phonology is a complex system consisting of 29 hijaiyah letters, including 25 consonants and three long vowels (mad letters): alif, wāw, and yā' (Al-Hadi Ab Hadi & Lubis, 2023). Each letter has a specific point of articulation (makhraj) and set of phonetic characteristics that determine how it should be produced. Mispronunciation of these phonemes, especially in sacred texts, can lead to significant shifts in meaning. For instance, the misarticulation of the pharyngeal consonant 'ain (ع) as the glottal hamzah (ء), or of ḥā' (ح) as hā' (ه), can result in semantic distortion. In our dataset, a participant mispronounced هَجَرَ /ha.ʤa.ra/ ("he abandoned") as حَجَرَ /ħa.ʤa.Ra/ ("stone"), which altered the religious context of the message entirely.

The principles of tajwīd emphasize the need for accurate pronunciation through proper makhraj identification and application of mad rules. In tajwīd science, determining the correct makhraj involves techniques such as taskīn al-ḥarf (assigning a sukun to the letter) and tashdīd al-ḥarf (emphasis with shaddah), both of which guide reciters in identifying articulation points (Al-Mahmud, n.d.; Al-Ghifari & Marlina, 2023). Failure to apply these techniques accurately can lead to laḥn jaliyy, or overt pronunciation errors that compromise meaning.

While prior studies have examined phonological errors in Arabic recitation, most have focused on classroom settings or Qur'anic learning environments such as tahfizh programs and pesantren (Amrulloh & Hasanah, 2019; Mabruroh & Hikmah, 2024). These contexts typically allow for deliberate practice, corrective feedback, and low-stress articulation. In contrast, speech competitions present a different linguistic environment. They involve high cognitive demands, time pressure, and audience presence. Under these performative conditions, even speakers with sufficient tajwīd knowledge may commit phonological errors.

This distinction raises the importance of considering psycholinguistic factors in Arabic pronunciation studies. Psycholinguistics, as the intersection of psychology and linguistics, explores how language is processed, stored, and produced under cognitive and emotional constraints. According to Clark and Clark (1977), the stages of speech production include conceptualization, formulation, phonological encoding, and articulation, all of which are highly sensitive to mental state and working memory. In speech contests, participants often experience nervousness, performance anxiety, and increased cognitive load, which can interfere with articulatory control (Fahrurrozi et al., 2025). For example, a participant who can articulate long vowels accurately in a relaxed setting may reduce or shorten them under stress. This was observed in a participant who pronounced قُولُوا /quː.luː/ ("say!") as قُلُوا /qu.luː/, thus changing both grammatical form and semantic intent.

Furthermore, interference from a speaker's first language (L1), such as Indonesian or Sundanese, often contributes to phonological distortion. Phonemes that do not exist in the L1, such as 'ain, ṭā, or qāf, are likely to be approximated or substituted with similar but incorrect sounds, resulting in altered pronunciation patterns (Rahmatia et al., 2021; Marlina, 2019). This kind of L1 transfer is especially pronounced when combined with limited exposure to native Arabic pronunciation models and insufficient training in prosody and phonetic detail.

Despite the relevance of these factors, the intersection of phonology and psycholinguistics in da'wah speech contests remains underexplored. Existing research rarely addresses the real-time pressures and cognitive constraints that affect pronunciation in competitive public speaking. Consequently, there is a need for more context-specific studies that examine not only what kinds of errors occur but also why they occur under certain psychological and linguistic conditions.

This study, titled A Study of Phonological Errors in Arabic Pronunciation among Islamic Speech Contest Participants, aims to fill that gap. It focuses on identifying and categorizing phonological errors, particularly phoneme substitution, insertion, and omission, in participants' recitation of Arabic dalil during a formal speech competition. Additionally, it explores the psycholinguistic factors that may underlie these errors, including anxiety, cognitive load, and L1 interference. By applying both phonetic and psycholinguistic analysis, the study seeks to provide a more holistic understanding of how meaning is affected in oral da'wah communication.

The findings are expected to contribute to the development of integrated da'wah training models that go beyond memorization and rule-based pronunciation. Such models should include exposure to native phonetic models, training in emotional regulation, and performance-based simulations to improve accuracy and confidence in articulation. Ultimately, ensuring correct pronunciation in da'wah is not merely a technical goal but a moral imperative, as it determines the clarity, truth, and reception of the religious message being conveyed.

2. Method

This study employed a qualitative descriptive approach to examine phonological errors in Arabic dalil pronunciation during an Islamic speech contest. The purpose of this approach was to allow for an in-depth and contextualized analysis of linguistic phenomena as they occur naturally within real-life communicative events (Creswell, 2014). Rather than testing hypotheses through quantification, this method facilitated a comprehensive exploration of sound articulation and the psycholinguistic processes that influence it, especially under performative conditions.

2.1 Research Design and Data Source Integration

The design of this study is best categorized as a case study within a qualitative framework. Specifically, the research focused on two participants selected purposively from a larger pool of contestants in the Islamic Fest 2024 speech competition, organized by HIMANGUNI PGSD

UPI Sumedang. These two individuals were chosen based on specific criteria: (1) their speeches contained multiple Arabic dalil quotations, and (2) they exhibited clear phonological deviations that were audible during performance and verified through initial screening. The small sample size is justified by the study's focus on in-depth phonetic and psycholinguistic analysis, which requires detailed acoustic measurements and interpretive analysis not feasible with a large number of participants (Stake, 1995).

Video recordings of the two selected speeches served as the primary data source. Each video captured both the content of the speech and its phonetic realization, including articulatory behavior, prosody, and contextual performance elements. The use of video allowed researchers to analyze not only auditory signals but also speaker expressions, rhythm, and pacing elements crucial to understanding pronunciation in public speech settings.

2.2 Data Collection Techniques and Operationalization

Data were collected using an observe-and-note technique, adapted from Sudaryanto (1993), to document phonological deviations occurring during the recitation of Arabic dalil. This involved repeated viewing and listening of each speech video, during which instances of phoneme substitution, insertion, or omission were recorded. Each occurrence was logged in a structured field note template, which included the time code, affected word or phrase, type of phonological error, and brief contextual notes. To supplement this data, informal interviews were conducted with each participant through text-based communication, aimed at eliciting their self-perception of pronunciation challenges, levels of anxiety, and familiarity with tajwīd rules.

2.3 Instrumentation and Acoustic Analysis with Praat

The primary instrument for acoustic analysis was Praat software (Boersma & Weenink, 2023), a widely used tool in phonetics for analyzing the physical properties of sound. Using Praat, each phonological error segment was extracted and subjected to acoustic measurement based on the following parameters:

- Formant frequencies (F1, F2) to analyze vowel quality and articulation height/backness
- Waveform shape and periodicity to differentiate between voiced and voiceless fricatives
- Spectrogram density and energy distribution to assess consonantal features such as aspiration and intensity

- Duration measurements for identifying vowel length (especially mad) and tempo irregularities

These acoustic data were then compared with reference pronunciations by native speakers of Arabic, enabling the researchers to verify whether the deviations were due to articulatory misplacement, voicing errors, or temporal distortions.

2.4 Checklist Development and Analytical Framework

To categorize and interpret phonological errors systematically, a custom checklist was developed based on three theoretical domains:

- Arabic phonology, including phoneme inventory, place and manner of articulation (Miranti & Alfarabi, 2024)
- Tajwīd principles, especially rules of makhraj, mad, tasydid, and sukun (Al-Mahmud, n.d.; Al-Ghifari & Marlina, 2023)
- Psycholinguistic models, such as speech production stages and performance anxiety factors (Clark & Clark, 1977; Dardjowidjojo, 2005)

Each phonological deviation was tagged according to its type (substitution, insertion, or omission), affected phoneme, potential cause (linguistic vs. psycholinguistic), and its semantic consequence, if applicable.

2.5 Expert Validation and Trustworthiness

To ensure the validity and reliability of the data interpretation, expert validation was conducted through consultation with two specialists: one in Arabic phonetics and one in tajwīd pedagogy.

Each expert independently reviewed the recorded error samples, checklist categorizations, and spectrogram interpretations. Disagreements were resolved through discussion until consensus was reached, which increased the credibility of the final analysis. Methodological triangulation was achieved by integrating video documentation, acoustic data, and participant introspection.

2.6 Ethical Considerations

This study used recorded speech performances from two participants. Prior to analysis, personal consent was obtained via direct private messages, including written approval for academic use of the recordings. Participants were clearly informed about the study's purpose, data usage, and their right to anonymity. No identifying information was disclosed,

and all data were handled in strict accordance with ethical standards for human subject research.

2.7 Research Flow Diagram

The following diagram illustrates the overall research workflow:

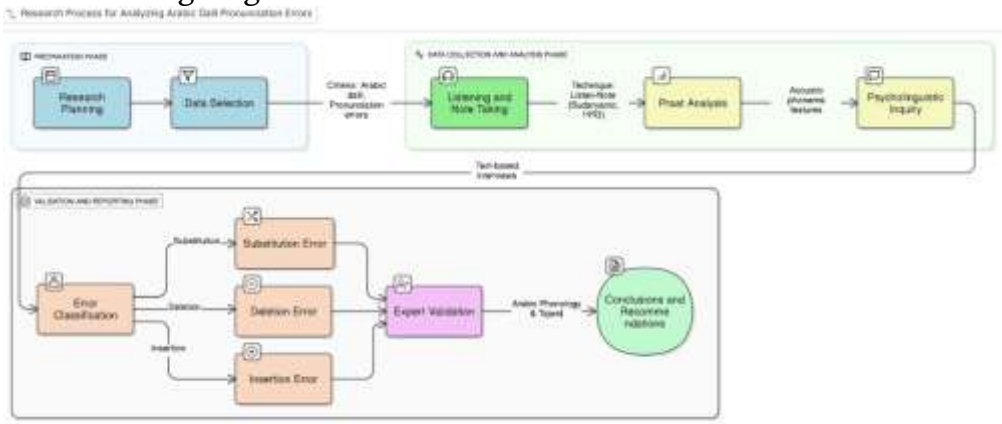

Figure 1. Research Process for Analyzing Arabic Dalil Pronunciation Errors

3. Results and Discussion

This study aims to analyze the forms and causes of phonological errors in the recitation of Qur'anic verses and Hadiths by participants of the Islamic Fest 2024 Speech Contest. The analysis was conducted on two participants using a psycholinguistic and acoustic phonetic approach, while also taking into account the performative dimension of the competition. This investigation not only identifies the types of errors but also connects them to the stages of speech production as outlined in the model proposed by Clark and Clark (1977), which includes conceptualization, formulation, phonological encoding, and articulation. Each of these stages is susceptible to cognitive and linguistic disruptions, especially under performative pressure.

Although this is a qualitative study with a limited number of participants (n = 2), the analysis was carried out in depth to uncover the psycholinguistic dynamics underlying phonological performance. However, it should be noted that these findings cannot yet be widely generalized. The errors identified may be unique to the contest setting, or they may reflect more systemic weaknesses in Arabic language education among non-native speakers (Kamalia & Fahmi, 2024).

3.1 Classification and Characteristics of Phonological Errors

The findings of this study document various types of phonological errors that occurred during the recitation of Qur'anic verses and Hadiths by the participants:

Table 1 summarizes the types of phonological errors along with examples, frequency, severity, and their semantic impact.

No	Error Category	Phonetic Example	Participant	Frequency	Severity	Semantic Impact
1	Phoneme substitution	/ha.dʒa.ra/ → /ħa.dʒa.ra/	P 1	2	High	Changes the meaning from "to leave" to "stone"
2	Vowel insertion	/ħu.ru.m/ → /ħu.ru:.m/	P 1	2	Medium	Morphological distortion
3	Vowel reduction	/qu:.lu:/ → /qu.lu:/	P 2	1	Medium	Changes imperative form into narrative form

3.2 Acoustic and Psycholinguistic Analysis

3.2.1 Phoneme Substitution: /h/ ه to /ħ ح

The point of articulation for the letter ه is located at **aqṣā al-ḥalq** (أقصى الحلق), the deepest part of the throat (larynx), classifying it as a laryngeal consonant (Miranti & Alfarabi, 2025). The letter ه possesses five phonetic characteristics. First, it is characterized by **hams** (همس), meaning it is pronounced with a soft airflow that is uninterrupted due to the weak air pressure during articulation. Second, it has the trait of **rakhāwah** (رخاوة), which indicates that it is pronounced with a gentle flow of sound because there is no obstruction at its articulation point. Third, ه is an **istifāl** (استفال) letter, meaning it is pronounced without raising the tongue toward the roof of the mouth, resulting in a lighter sound. Fourth, it also exhibits the

feature of **infitāḥ** (انفتاح), where the tongue remains open and distant from the roof of the mouth, allowing freer sound production. Fifth, it is marked by **iṣmāt** (إصمات), meaning that its articulation requires slight effort as the tongue is positioned at the center of the mouth (Al-Malik, 2002).

In addition, the letter ه is classified as a fricative sound that produces aperiodic sound waves. These waves lack consistent repetitive patterns, making their frequency difficult to measure accurately. The following illustration shows the aperiodic sound waveform produced during the correct pronunciation of the letter ه by the reference speaker.

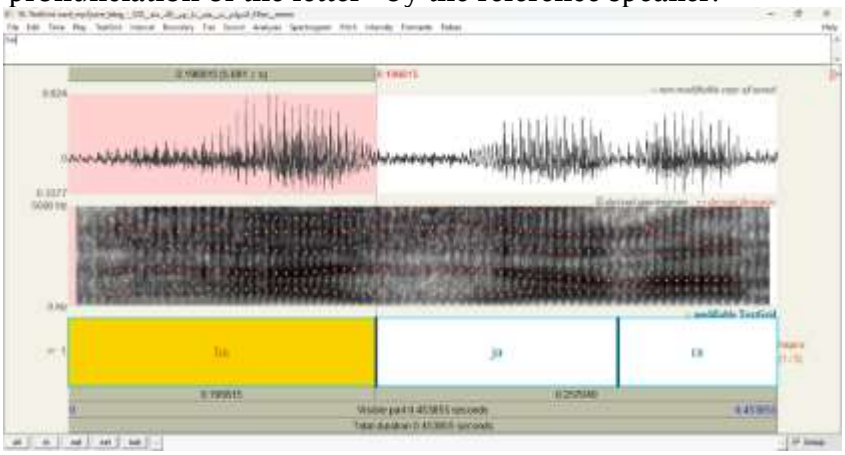

Figure 2. Spectrogram of the pronunciation of هَجَرَ /ˈha.ʤa.ra/ by the reference speaker

The visualization in the following figure illustrates the phenomenon observed in Participant 1 both during and outside the competition.

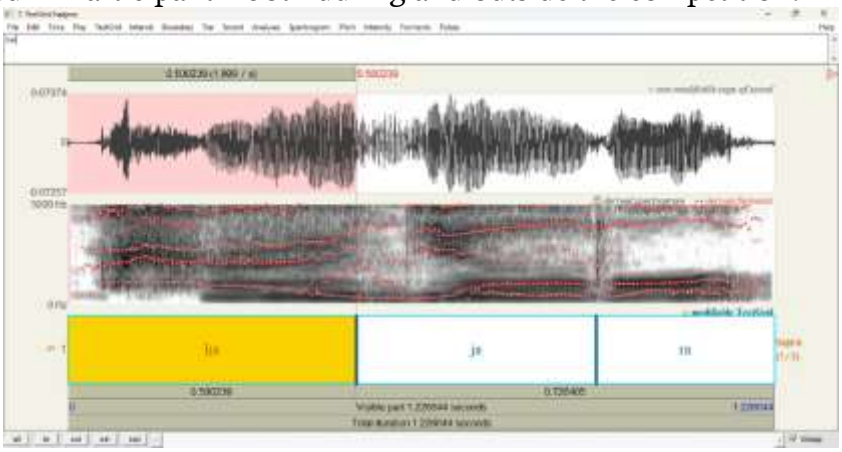

Figure 3. Spectrogram of the pronunciation of the letter ه in the word هَجَرَ by the first participant in the competition context

In the word هَجَرَ (/ha.dʒa.ra/), Participant 1 replaced the phoneme /h/ with /ħ/, resulting in حَجَرَ (/ħa.dʒa.ra/). Based on the spectrogram visualizations (Figures 3 and 4), the participant's pronunciation shows significant differences compared to the reference pronunciation presented in Figure 1. The contrast between /h/ (reference) and /ħ/ (produced by the participant both during and outside the competition) can be explained through the following acoustic features:

- Duration of /h/ (Reference): 196 ms, low intensity, with dominant energy distribution below 2.2 kHz.
- Duration of /ħ/ (Participant): 500–779 ms, with darker shading on the spectrogram and energy distribution spread between 1.8–2.5 kHz.

The difference in shading intensity on the spectrogram reflects the stronger fricative nature of the /ħ/ sound. This indicates that the participant experienced difficulty in accurately distinguishing and producing the phoneme /h/, mistakenly associating it with /ħ/ due to their graphic similarity. This finding is consistent with the studies by Kamalia & Fahmi (2024) and Novel & Hidayat (2024), which highlight a tendency toward phonological misrepresentation among L2 speakers.

Within the framework of the speech production model proposed by Clark & Clark (1977), this error can be classified as a disruption at the phonological encoding and articulatory stages, resulting from weak phoneme representation in the second language (L2) linguistic system.

3.2.2 Phoneme Addition: خُرُمٌ /ˈħu.ru.m/ → خُرومٌ /ˈħu.ruː.m/

The error of phoneme addition in the form of vowel lengthening occurred in the word ḥurum, which should be pronounced with a short vowel /u/, but was produced by the first participant as /uː/. This error falls under the category of laḥn jaliyy (explicit phonological error), as it affects both the morphological structure and the meaning of the verse. This phenomenon indicates that the participant has not yet fully mastered the rules of mād ṭabīʿī (natural vowel lengthening) in Arabic phonology.

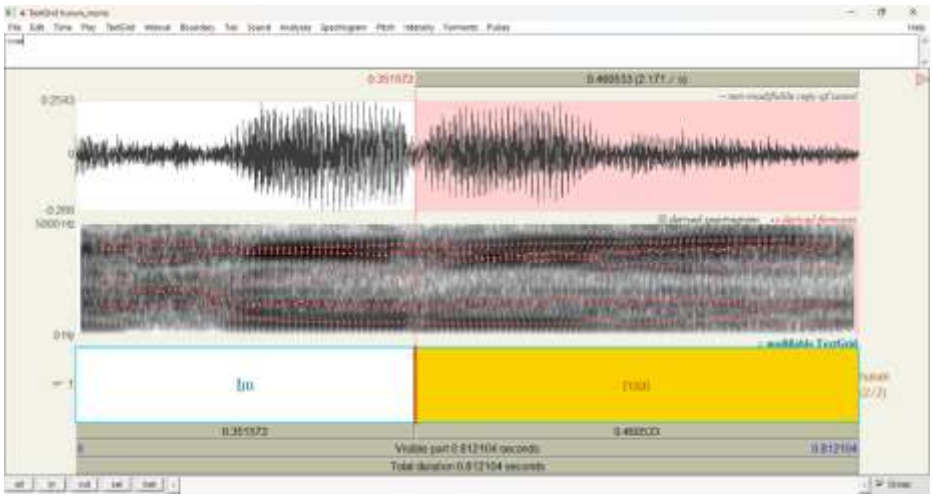

Figure 5. Spectrogram of the pronunciation of حُزُمٌ /ˈħu.ru.m/ by the reference speaker

This figure displays the pronunciation of the word **/ˈħu.ru.m/** by the reference speaker. The vowel /u/ in the second syllable has a duration of 460 ms, reflecting the realization of a short vowel in accordance with the phonological rules of Arabic. This visualization serves as a benchmark for identifying vowel lengthening errors in the participant's pronunciation.

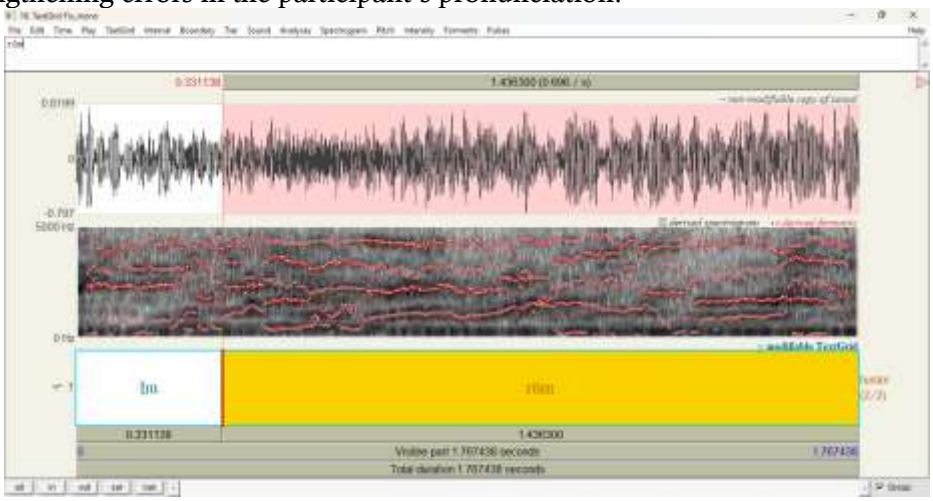

Figure 6. Spectrogram of the pronunciation of حُرومٌ /ˈħu.ruː.m/ by the first participant in the competition context

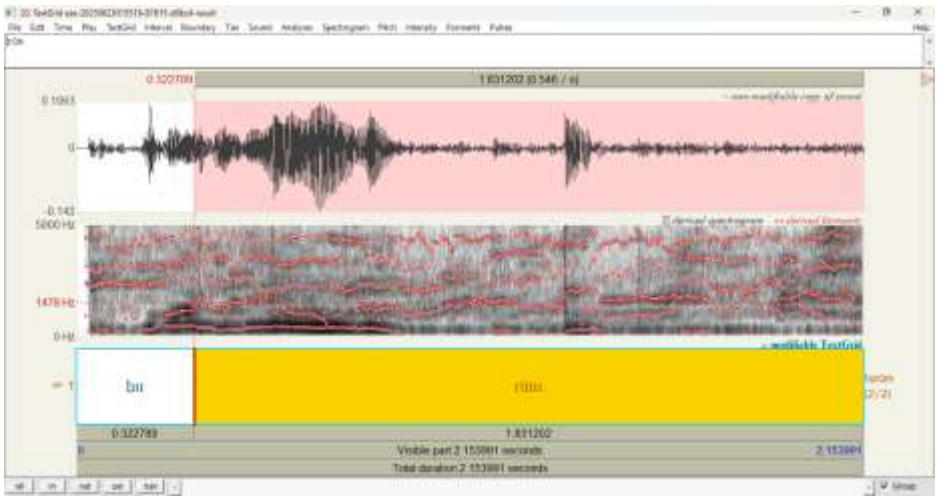

Figure 7. Spectrogram of the pronunciation of خُرومٌ /ˈħu.ruː.m/ by the first participant outside the competition context

The two figures above show the pronunciation of the word ḥurum by Participant 1, both within and outside the competition context. In both instances, an inappropriate lengthening of the vowel /u/ was observed:

- During the competition: duration reached 1,436 ms
- Outside the competition: duration even reached 1,831 ms

This increase in duration indicates the addition of a non-contextual mād (long vowel), reflecting a misapplication of the Arabic vowel length rule (mād ṭabīʿī). The consistency of this error across both contexts suggests that the issue is not rooted in performative pressure but rather in the participant's incomplete mastery of Arabic phonology (Zulhannan, 2014).

3.2.3 Phoneme Reduction: قُولُوا /quː.luː/ → قُلوا /qu.luː/

This error was identified in Participant 2, specifically within the performative context of the competition. The word قُولُوا /quː.luː/, which should be pronounced with two long vowels, was shortened in the first vowel during the performance. This resulted in a phonological shift that potentially affects the morphological structure and meaning of the verse. The reduction of a long vowel to a short one indicates a temporary articulatory disruption caused by situational pressure.

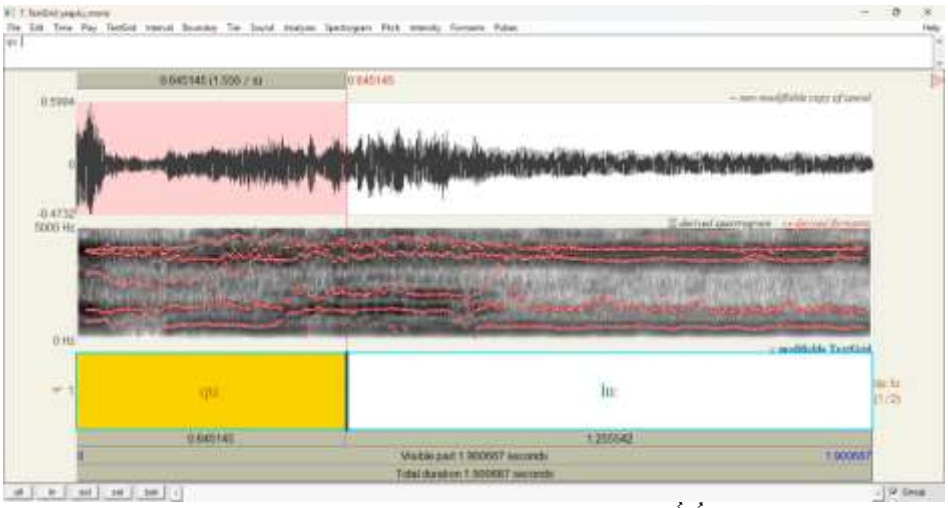

Figure 8. Spectrogram of the pronunciation of قُولُوا /quː.luː/ by the reference speaker

This spectrogram illustrates the pronunciation of the word /quː.luː/ by the reference speaker. The duration of the long vowel /uː/ in the first syllable is recorded at approximately 645 ms. This visualization represents the standard phonetic form and serves as a reference benchmark for the proper articulation of long vowels in Arabic.

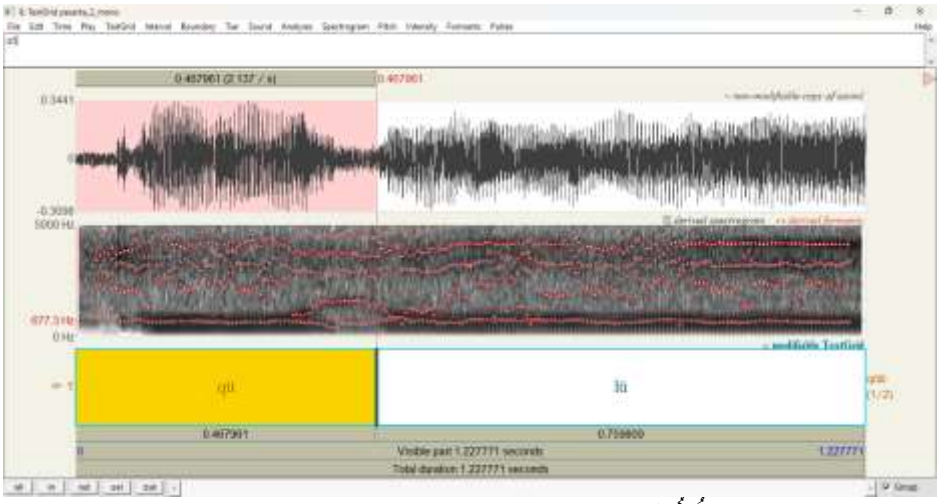

Figure 9. Spectrogram of the pronunciation of *قُولُوا* /ˈquː.luː/ by the second participant outside the competition context

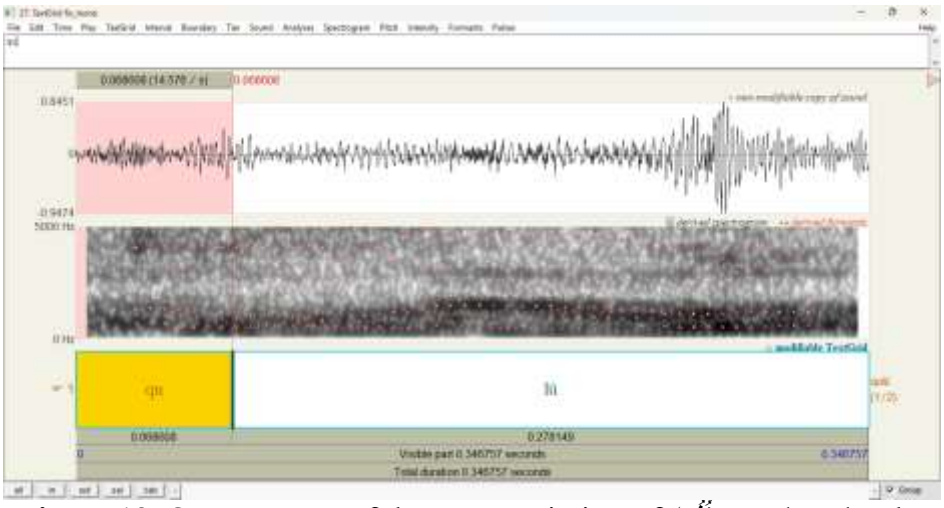

Figure 10. Spectrogram of the pronunciation of قُلُوا /ˈqu.luː/ by the second participant in the competition context

The spectrogram visualization in Figure 10 shows that the duration of the vowel /uː/ in the first syllable during the competition significantly decreased to approximately 068 ms. In contrast, Figure 9, which captures the participant's pronunciation outside the competition, shows a duration of around 467 ms, matching the two harakat lengths that align with proper Qur'anic recitation standards.

This difference indicates that the error was induced by performative interference. In non-competitive settings, the participant was able to produce the long vowel correctly. However, when performing publicly, the vowel was reduced, indicating an articulatory disruption caused by psychological pressure.

Papi and Khajavy (2023) assert that second language speaking anxiety can impair phonological working memory, which in turn disrupts the accuracy of long vowel articulation. In this case, performative pressure appears to affect the participant's articulatory stability.

3.3 Interaction of Linguistic and Psycholinguistic Factors

The speech production model proposed by Clark and Clark (1977) outlines the speaking process as a series of hierarchically interconnected stages: (1) conceptualization, (2) linguistic formulation, (3) phonological encoding, and (4) articulation. At each stage, potential disruptions may arise, particularly among second language (L2) speakers, as these stages interact with working memory capacity, psychological pressure, and first language (L1) influence.

This study demonstrates that phonological errors are not the result of a single linguistic factor but stem from systemic interference between structural linguistic competence and psycholinguistic capacities, including cognitive and affective domains.

3.3.1 Disruptions in the Formulation Stage

Formulation involves the construction of morphosyntactic representations of utterances, including the selection of phonological word forms. In cases of improper vowel lengthening (mad), participants tend to overgeneralize long vowel patterns, reflecting incomplete semantic mastery of mād ṭabīʿī rules. This phenomenon is known as non-semantic insertion, in which the articulation of a long vowel occurs not due to semantic necessity but due to unstable mental representations of word forms.

3.3.2 Disruptions in the Phonological Encoding Stage

Phonological encoding entails the selection and activation of appropriate phoneme representations from phonological memory. In cases such as the substitution of /h/ with /ḥ/, the error results from insufficient differentiation of foreign phonemes not present in the speaker's L1. This reveals a gap in the mapping between graphemic forms (letters) and their corresponding phonological outputs. Such cases align with the concept of interlanguage phonology, in which learners construct an intermediate phonological system between L1 and L2 that does not fully conform to native norms.

3.3.3 Disruptions in the Articulation Stage (Performative Breakdown)

Articulation is directly influenced by stage pressure and cognitive load. The reduction of vowel length, as observed in the transformation of quː.luː into qu.luː indicates a failure to sustain long vowel production under competitive conditions, despite accurate articulation in non-performative contexts. This is supported by Papi and Khajavy (2023), who found that L2 speaking anxiety interferes with phonological working memory, particularly during real-time speech production tasks.

3.3.4 Regression to L1 System and Compensatory Strategies

According to Shiddiq and Mushodiq, performative pressure may trigger a reversion to L1 as a compensatory strategy. In such cases, participants who have not fully acquired L2 phonemes tend to replace unfamiliar sounds with more familiar L1 alternatives, such as substituting /ʕ/ with a glottal stop or soft fricatives like /h/. This observation aligns with Krashen's Monitor Hypothesis, which posits that under high-pressure conditions, conscious control over language output weakens while automatisation remains insufficient to maintain the target forms.

The Clark and Clark model may be extended to incorporate emotional and cognitive factors in performative contexts, clarifying that errors are not merely the result of ignorance of linguistic rules. Rather, they emerge from the collision between developing knowledge and psychocognitive constraints in spoken performance. Consequently, training in Islamic preaching and L2 phonetic instruction should address the reinforcement of phonemic representations, strategies for managing performative pressure, and the development of explicit grapheme-to-phoneme mapping.

3.4 Semantic and Performative Implications in the Context of Da'wah

Phonological errors involving vowel length and phoneme substitution in Arabic pronunciation are not merely articulatory issues but directly impact the semantic foundation of utterances. In the context of Islamic preaching (dakwah), such errors can shift the content of the message from imperative to narrative, or from theologically correct meanings to ambiguous or even incorrect interpretations.

For instance, the transformation of qūlū /ˈquː.luː/ into qulu /ˈqu.luː/ involves the reduction of the long vowel /uː/ to a short /u/ in the initial syllable. The first form typically appears as an imperative verb (fiʿl amr) derived from the root q–w–l, meaning "say (you all)!", a common directive in divine injunctions throughout the Qur'an (Al-Azhar & Nasrullah, 2023). By contrast, qulu may be misinterpreted as a narrative verb form or an ungrammatical structure, thereby distorting the illocutionary force of the revelation and obscuring its rhetorical intent.

Similarly, the difference between ḥurum (/ˈħu.ru.m/) and ḥurūm (/ˈħu.ruː.m/) lies in the length of the medial vowel. The former is the broken plural (jamʿ taksīr) of ḥarām, often found in Qur'anic phrases such as al-ashhur al-ḥurum ("the sacred months"). The insertion of a long vowel /uː/ produces an irregular form that is rare or even absent in classical Arabic texts, thus introducing structural ambiguity that can hinder the proper morphological identification of plural forms (Salih, 2022).

Most striking is the case of phoneme substitution from the glottal /h/ to the pharyngeal /ḥ/ in the word hajara. The original form, هَجَرَ, means "he abandoned," a transformative verb frequently used in contexts of spiritual or social migration (hijrah). However, when mispronounced as حَجَرَ (ḥajara), the meaning shifts to "he stoned" or becomes semantically incoherent, as the root ḥ–j–r in this form is not typically found in religious discourse. Such errors fall under the category of laḥn jaliyy, clear and overt

recitation mistakes that alter meaning directly and must be strictly avoided in qirāʾah (Taimiyah, 2019).

These three cases highlight the importance of phonological awareness when reading and delivering sacred texts. Pronunciation errors not only diminish the phonetic beauty of the Qur'anic verses but also compromise their substantive meaning and confuse the audience, especially among non-Arab Muslims who rely heavily on oral dakwah for religious understanding. Hence, phonological accuracy in preaching should not be seen merely as a technical skill but as a scholarly obligation and an ethical imperative of Islamic communication that must be consistently cultivated and safeguarded.

4. Conclusion

In conclusion, this study identifies two primary types of phonological errors in the recitation of Qur'anic verses and Hadiths by participants in a religious speech competition: (1) structural errors, stemming from insufficient mastery of Arabic phonology, and (2) performative errors, triggered by psychological pressure during public performance. Participants with limited phonological competence were found to commit consistent errors across both competitive and non-competitive contexts, while those with stronger linguistic ability remained susceptible to disruption under performance pressure.

These findings highlight that phonological errors extend beyond mere articulation issues and may significantly distort the semantic content of religious messages. Mispronunciations involving phoneme substitution or vowel length reduction can shift grammatical structure and communicative force, particularly in religious contexts where precision is essential.

- Accordingly, the study recommends the development of integrative dakwah training programs, incorporating:
- Phonetic instruction, focusing on articulation (makhraj), phonemic accuracy, and the use of phonetic visualization tools;
- Psycholinguistic coaching, including anxiety management strategies, rehearsal simulations, and cognitive load handling;
- Semantic awareness enhancement, aimed at fostering a deeper understanding of how misarticulation affects meaning.

Such training should be delivered through comprehensive workshops involving direct practice, acoustic feedback, and personalized guidance. This approach is especially beneficial for emerging preachers at the school or university level, ensuring that their delivery is not only phonologically accurate but also semantically meaningful and spiritually responsible.

To summarize, this research contributes to the growing body of work on the intersection between linguistic competence and psychological performance in second-language religious communication. It further proposes that future studies undertake longitudinal evaluations of training effectiveness, compare phonological performance across various preaching contexts, and explore the role of dialectal variation in shaping the types and frequencies of phonological errors.

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