

STUDENT WORKSHEETS FOR ARABIC COMPOSITION MATERIAL BASED ON ERROR ANALYSIS THEORY

Abdul Hafidz Zaid^{1*}, Imam Bahroni², Ahmad Hifdzil Haq³

^{1*,2,3}Department of Arabic Language Teaching Postgraduate Program, University of Darussalam, Gontor, Indonesia.
Email: ^{1*}abuafadh@unida.gontor.ac.id, ²mas.bahroni@gmail.com, ³hifdzil.haq@mhs.unida.gontor.ac.id

Article History: Received on 28th January 2020, Revised on 15th April 2020, Published on 15th June 2020

Abstract

Purpose of the study: This study aims to produce Composition teaching material to improve Arabic writing skills for students class II *Kulliyatul al-Mu'allimin al-Islamiyyah* Al-Iman Putra Islamic Institution in the form of an exciting, fruitful Student Worksheet exercise, drawing assignments and their feasibility as an alternative step in solving the students' mistakes in structuring Arabic sentences.

Methodology: In collecting data, researchers used the method of Documentary, Observation, Test, and Questionnaire, so that this research instrument was the result of Composition santri, observation guidelines, test questions, and questionnaires. To analyze the data collected, researchers used a descriptive percentage formula and t-test formula.

Main Findings: The results of the Student Worksheets trial arranged can effectively improve the ability of students in composition. This is evidenced by the significant increase in value from the comparison of the difference between the pre-test and post-test scores after the teaching material is applied, which results in a *t*-test score of 7,740 and is greater than the price of the *t* table of 2.704. Also, this worksheet is very popular with students because it can facilitate them in developing Arabic language markers.

Applications of the study: Analysis of language errors as an applied linguistic theory can be used in which results are used as remedial material in the form of interesting teaching materials and following the abilities and development of students at that time.

Novelty/Originality of the study: Student Worksheet is teachers can use one of the teaching materials it's serving students in developing the ability of composition in the learning environment. This research provides a positive contribution for teachers that the development of worksheets as important teaching materials in the learning process.

Keywords: *Composition, The design of Student Worksheet, Error Analysis, Arabic language, Learning.*

INTRODUCTION

Expressions (*ta'bir*) is the most important function of language (Al-khresheh, 2013; Abdulhasyim, 2010) as a means of human communication to express intentions (Al-Fattah, 2002; Ketngam, 2019; Setiawati, 2018). Because language is a link between humans and other communities (Devianty, 2017; Kucera, & Haviger, 2019; Mochtar, 2018; Thu'aimah, 2006). Therefore, language learning needs to focus on the ability of Expressions, both oral (*safari*) and written (*Tahrir*). Based on this, it is the ultimate goal in Learning, while other branches of linguistics are considered as the attainment of the achievement of these goals (Samak, n.d.).

Al-Iman Putra Islamic Institutions since its establishment until now still shows great attention and places great emphasis on the deepening of Arabic as the standard language of Learning and the everyday language of students. Islamic Institutions teach *Insyah* lessons to support the abilities of composition. The aim of the lesson is the ability of students in the composition according to the rules of the Arabic language that is right and right, with basic competence students can choose words and arrange them in sentences. Students can compose essays with correct language structure and good language style, students can express their opinions and thoughts with the correct expressions and students have the right sense of Arabic (Al-Iman, n.d.).

To achieve the goals and basic competencies above, Pondok teaches it in class II to class VI *Kulliyatul Muallimin al-Islamiyyah* (KMI). KMI Class II is the initial period for Composition learning, so the teaching needs to be packaged as attractive as possible. But unfortunately, students still face difficulties. The difficulty is evident from the low scores of the Initiative Class II KMI lessons in the last 3 years. The weak value is derived from the number of students' mistakes that are quite serious in making Arabic sentence structure.

This happens because of the negative transfer or interference of the first language in the second language (Arabic), and the occurrence of intralingual, namely errors due to the development of the language being studied comes from inadequate mastery of the second language (Arabic). The percentage of linguistic interference and intralingual errors is 28% compared to 71%. The second error is more dominant than the first. With that, systematic research is needed to find a formula that aims to resolve these difficulties.

The theory of language error analysis is a modern linguistic study, in this case, it can be applied, given that it has practical benefits. Practically can support the methodological aspects of language teaching, and the results of error analysis can be an evaluation to improve and enhance second language learning. One concrete form is the improvement of the quality of

teaching materials that are designed or developed through structuring, selecting and sorting the presentation of material based on the common forms of mistakes made by the learner ([Al-khresheh, 2015, 2016b](#); [Richards, 2015](#)).

Remembering language is a skill that comes from habit, with the ability to ta'bir as the final destination. Then the most appropriate effort is the presentation of Student Worksheets as teaching materials that are concise and rich in tasks for practice ([Prastowo, 2015](#)), with practical skills ([Al-Hadidi, 1996](#)) that do not overload students on memorizing the rules ([Effendy, 2017](#)), the method of pattern drill to build students' spontaneous analogies ([Al-Hadidi, 1996](#)) in ta'bir (syafawi and tahriri), coupled with the use of interesting images, based on using data from forms of learner errors that have been analyzed, can contribute to the suitability of student learning needs ([Rahmawati, 2017](#)). Thus, the Student Worksheet is the best solution for developing the ability of Composition students, as well as attracting students who then activate students more, function as material reinforcement, and help make it easier for them to understand the material.

As for some of the results of previous research on the development of the student worksheets, but in different aspects is "Student Worksheet Based Inquiry Social Interactions". This research explained the student worksheet development model of social interactions on the material inquiry fluid dynamic. The purpose of this research is to produce a media learning student worksheet aimed at students of physical education University of Indraprastha PGRI (UNINDRA) that can be used when learning in class. This research uses product development, namely the validation test step experts. Based on the analysis it can be concluded that the design dimension with a value of 83.3 categories is good enough, and the language dimension 80.1 categories are quite good, in terms of content it can be concluded that this student worksheet has a good category with 85.2 ratings. Then it can be inferred that the student worksheet model inquiry social interactions can be found quite well with a value of 82.8 ([Saraswati and Dasmu, 2018](#)).

Besides that research, there is also another research entitled "The Development of Student Worksheet Based on Realistic Mathematics Education", This study is aimed to develop student worksheet based on Realistic Mathematics Education for the topic of a circle for the eighth-grade of junior high school. The study type was development research using the ADDIE. The worksheet has the following characteristics: using real-world context, facilitating mathematization process, facilitating interactivity, and integrated Learning. The results of validation and try out indicate that the worksheet was valid and practical ([Basuki & Wijaya, 2018](#)).

Student worksheets are still being used as an improvement in the quality of Learning. In the study entitled "Effectiveness of Scientific Education Project-Based Student Worksheet" explained the results show that there are significant differences in terms of cognitive, affective, and psychomotor aspects of the groups. Hence, it can be concluded that scientific project-based student worksheets are considered effective in improving students' cognitive, affective and psychomotor aspects via providing them real scientific processes, such as process-oriented investigations of problems, which eventually lead to improvements in terms of the ability to think critically, the development of scientific attitudes, and the ability to build synergistic relationship among involved students in solving problems ([Nurkanti, Ibrahim & Tresnawati, 2019](#)).

Error Analysis as a method of teaching writing skills in Arabic class. The scientific theory is still very relevant in research on the Learning of writing language skills of students as a remedial action for improvement that skills as needed in Learning ([Al-khresheh, 2010, 2011](#)). This method serves to analyze the sentences used by learners in practising the language at student composition and expressions of their translations, as explained in the study entitled "Error Analysis in writing an English narrative composition" ([Kusumawardhani, 2015](#)) and "Syntactic Errors in an Arab EFL Postgraduate Student's Spoken English during a Thesis Supervision Session" ([Yaseen, Ismail & Yasin, 2018](#)).

Though, existing research verifies the importance of worksheets in developing affective and cognitive skills of the pupil ([Basuki & Wijaya, 2018](#); [Nurkanti, Ibrahim & Tresnawati, 2019](#)) however, evidence of the use of these worksheets for Arabic teaching and improving Arabic writing skills are limited. This study is an attempt to investigate the viability of worksheets in improving Arabic language learning. The objectives of this study are: i) to investigate the importance of worksheets for improving Arabic writing skills of students, ii) to produce and evaluate the composition teaching material to improve Arabic writing skills and iii) to investigate the relevance of error analysis method for assessing the use of worksheets for improving Arabic writing skills of students.

COMPOSITION LEARNING AND STUDENT WORKSHEETS

Humans are social creatures who cannot stand alone without the help of others. This situation makes language a vital need for them because it is a reflection of the intellect and feelings with which they can communicate with each other ([Pringgowidagda, 2002](#)). The reflective form is manifested in the expressions (*ta'bir*). So, it is not excessive if the language is called a tool used by humans in expressing and expressing intentions and goals.

Terma *Ta'bir* (Expressions) is etymologically a word formed from 'abbara – yu'abbiru-ta'biran meaning bayyana and fassara, that is to explain and interpret ([Ahmad, 1979](#)) or ibanah and ifshah means explanation ([Abdul & Al-Waly, 2004](#)). As for the terminology, varied linguists interpret it in some language teaching literature. According to Ahmad, Ta'bir is a reference or composition written by someone who comes from his ideas and feelings to meet all his needs in life ([Ahmad, 1979](#)). Furthermore, Dulaimy, in this case, adds to the previous explanation and puts ta'bir in the Learning that needs to be systematically trained following a mature plant so that it can achieve what is desired at the level where a person can express his ideas, ideas, and feelings that originate from what is seen and from the experience of living in the right

language following certain pathways ([Al-Dulaimy, 2003](#)). No different from the two linguists above Madkur then detailed in detail, he stated that ta'bir is subtle language creativity both verbally and in writing, while the operational definition is the ability to master the language as a medium for expressing ideas and ideas and communicating them ([Madkur, 1997](#)).

From some of the definitions of ta'bir above, a conclusion can be drawn that ta'bir is systematic creativity that runs according to a mature plan so that one can express his ideas, ideas, and feelings by using appropriate language both verbally ([Syafawi](#)) and writing ([Tahriri](#)).

In practice, *ta'bir* is done by two methods, namely oral (*ta'bir syafawi*) and written (composition). The composition is no less important than *ta'bir syafawi* because he can realize what cannot be accomplished by *ta'bir syafawi*. Somewhat different from spoken language, written language knows far more sets of rules or rules. Also, writing is present to ensure that contacts can continue even if there is a distance, both space and time. As for a direct verbal conversation, if a feels unsure of what his intentions are understood by B, he can immediately and there, improve his speech. If necessary, he can reinforce it with elements from outside the language, such as sound pressure, tempo, expression, or body language ([Samak, n.d.](#)).

Coherent and interesting Learning is needed in ta'bir Learning. Composition Interesting Learning means having an element of "tickling" for students to follow and match the atmosphere of student psychology. That way students have the motivation to continue to follow Learning ([Khalilullah, 2011](#)).

For that *ta'bir* Learning needs to use appropriate teaching methods and materials, one of which is by using Image Media. Pictures and photos are helpful tools to assist students in constructing sentences on ta'bir abilities ([Rosyidi, 2012](#)).

As for the steps in *ta'bir* teaching by using pictures, students are asked to describe the picture orally, giving several questions related to the theme of the picture, students are asked to describe what is seen in the picture, which is in the form of daily activities and so forth ([Hamid, 2013](#)). By compiling ta'bir teaching materials with the Student Worksheet-shaped drawing method, it can make it easier for students to arrange sentences and can make students excited in improving their language.

Student Worksheet one of the teaching materials according to its form is classified as printed teaching materials. It is one of the learning resources that can be developed by the teacher as a facilitator in learning activities. Also, it can be designed and developed according to the conditions and situations of learning activities that will be encountered ([Rahayu, Syafrimen, & Wati, 2016](#)). Student Worksheet is sheets of assignments that must be done by students. Activity sheets are usually in the form of instructions or steps to complete a task. And, the task must be clear the basic competencies to be achieved ([Prastowo, 2015](#)).

According to another view Student Worksheet is a material student worksheet that has been packaged in such a way that students are expected to be able to learn the teaching material in mandari. In Student Worksheet, students will get material, summaries, and assignments related to the material. Also, students can find a structured direction for understanding the material provided. and, at the same time, students can be given material and assignments related to the material ([Prastowo, 2015](#)).

The uses of the Student Worksheet include; first, as a concise teaching material, rich in the task of practising as well as the material makes it easier for students to understand the material. Second, as a reinforcement of the material provided. Third, help students find a concept and integrate it ([Prastowo, 2015](#)) in textbooks so that it can be a companion book ([Hasbullah, 2016](#)).

Judging from the function above, several benefits are found in the worksheet, which is as attractive teaching material for students, thus encouraging them to study hard and smart ([Agustin, 2014](#)), develop students' thinking abilities and encourage students to do practical work to concretize concepts ([Larasati, 2017](#)).

Continuing the matter Judging from its structure, teaching materials Student Worksheets simpler than Modules but more complex than books. Student Worksheet learning materials consist of six main elements, including Title, study instructions, basic competencies/ subject matter, supporting information, assignments or work steps and assessment ([Prastowo, 2015](#)). So in its preparation through several steps: Curriculum analysis, this step is intended to determine which materials require worksheets. In general, in determining the material, steps taken by looking at the main material, learning experience, and the material to be taught. Next, we must look at the competencies students must have.

Compile a map of needs, It is very necessary to know the number of worksheets that must be written and see the sequence or sequence of the worksheets. This sequence is needed to determine the priority of writing. This step usually begins with an analysis of the curriculum and learning resources. Determine the worksheet titles, the worksheet titles are determined based on basic competencies, subject matter, or learning experiences contained in the curriculum. One basic competency can be used as a worksheet title if the competency is not too large. Composition Student Worksheet, by Formulate basic competencies, Determine assessment tools, Arrange material, Pay attention to the structure of the worksheet.

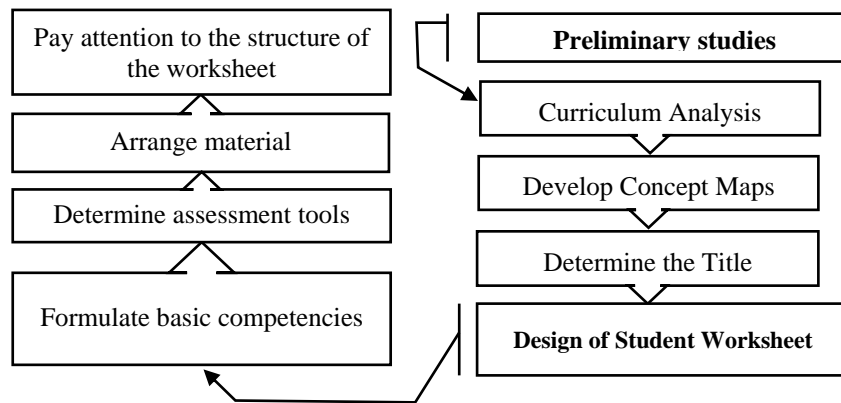


Figure 1: Steps For Designing Student Worksheet

ERROR ANALYSIS

Language errors are seen as part of the language learning process. This means that language errors are an integral part of language acquisition and teaching. The relationship between language teaching and language mistakes is very close. Even Tarigan said that their relationship was like water with fish. Just as fish can only live and are in the water, so language errors often occur in language teaching (Al-khresheh, 2016a, Tarigan, 2011).

Based on the source, the cause of language errors in language contact that occurs in bilingual, which causes mutual influence between the elements of the language (B1 B2). In language contact (B1 and B2), there is a transfer of language elements. If the language elements transferred to make it easy for students in the process of learning and teaching language, then it is called positive transfer. If the elements of the language transferred make students difficult and wrong in the language then it is called negative transfer or interference. So interference is one of the causes of students getting into trouble and mistakes or mistakes in the process of acquiring and learning the language (B2) (Shini, 1982).

Besides that, language mistakes are not only made by students who learn B2 (Language students learn) but also are made by students who learn BL (Mother Language). In this connection, the experience of the teachers in the field stated that the language mistakes made by students were often unexpected. This means that there are errors that are in line with the forecast but many are also outside the teacher's forecast. There are errors caused by interference, but some are caused by overgeneralization, not understanding the language of rules (ignorance of rule restriction), paying less attention to the language method (incomplete application of rules), and the existence of incorrect hypotheses about language. Linguistics experts and language teachers agree that language mistakes interfere with the achievement of language teaching goals. Therefore, language errors that are often made by students must be reduced or eliminated (Richards, 2015).

Continuing with the case it is necessary to know that the error in the language is not the same as the mistake in language, even though both of them are the use of distorted forms of speech. Language errors occur systematically because the language system rules have not yet been mastered, in other words, language errors occur due to speakers violating rules or grammar rules (breaches of code). Unlike the case with language errors, it does not occur systematically, not because the system of language rules has not yet been mastered, but because of the failure to realize the language system that has been mastered (Ellis, 2003; Richards, 2015).

Related to that, analysis of language errors can be helpful and even very useful as a means of smooth teaching programs being implemented. In other words, by analyzing the mistakes of teachers or textbook writers, they can overcome the difficulties students face. A teacher in teaching language often finds mistakes made by his students. These mistakes can involve language skills such as listening, speaking, reading, and writing. However, it can also relate to linguistics, such as speech, word order, and sentence structure (Al-khresheh, 2010, 2011).

Analysis of language errors (*tahlil al-altho' al-lughowiyah*) is part and continuation of contrastive analysis (*at-tahlil at-taqobuliy*) which began to develop since the second half of the 60 (Richards, 2015). These two forms of analysis have in common, namely language as the object of study. It's just that the analysis of language errors is intended for the learner's language, not in his native language, but in the foreign language he is learning (Richards, 2013).

In his understanding Analysis of language, errors are a work procedure. As a work procedure or method, language error analysis has certain work steps (Tarigan, 2011). This is done to identify, classify, interpret systematically the mistakes made by students who are studying a foreign language or a second language by using scientific theories and linguistic procedures (Markhamah, 2014).

From another aspect, error analysis can foster teacher insights in teaching and overcoming language difficulties faced by language learners. Mistakes can help organize teaching material and carry out teaching. The time and utilization of teaching can be allocated and planning can be carried out properly. During the teaching program, the analysis of language errors appears on a limited scale. Nevertheless, it can reveal whether the language teaching program that is being worked on by the teacher is successful or failed. If it fails, it needs to think about how the treatment (remedial) (Sridhar, 1975).

Analyzing language mistakes made by the language learner can provide certain benefits because understanding the mistakes is useful feedback for evaluating and planning the preparation of materials and language teaching strategies in class. Thus, it can be said that error analysis aims to: determine the order in which items are taught in class and textbooks, for example, the order from easy to difficult, from simple to complex, and continuously determine the level of emphasis, explanation, and training various items taught, planning training and remedial teaching, selecting items for testing student skills (Tarigan, 2011).

As for the general steps of language error analysis carried out in the following order (Jassem, 2000; Johan, 2017): First, Data collection. This stage includes: determining the area of the sample, the form of samples in the form of oral and written (Jassem, 2000), carried out through daily tests or tests deliberately planned for analysis purposes (Sridhar, 1975; Tarigan, 2011). The data to be analyzed in the form of the work of learners who demand them to produce a language sequence, as well as linking it with elements of thought, to obtain a picture of the learner's ability to use language following the communicative function factually (Sa'adah, 2012).

Second, Identifying errors. Done by recording every error that appears in the data. This requires a high level of mastery on the part of the researcher regarding the target language, as well as sensitivity and accuracy to recognize forms of error (Jassem, 2000). If not, many errors will likely be missed so that the analysis results are not optimal. The reference standard is the language of the eloquent people who are used in formal situations (Sa'adah, 2012).

Third, Description of the error. Namely linguistic analysis of the errors that have been identified, by explaining the form of deviations in each error accompanied by speech reconstruction by showing the correct form. Reconstruction is based on authoritative interpretation, produced by first asking the learner directly about the intent he wants to convey in the first language. If it is difficult, the researcher can interpret it based on the linguistic context or the context of the situation.

Fourth, Explain errors. Unlike the error description, which is linguistic to analyze the language of the forms of deviation in each error, the explanation of the error is psycholinguistic to recognize the source and cause of the errors, for example, transfer of the first language to the target language, the process of mastery development target language, teaching-learning process, and others.

Fifth, Classifying Errors. This stage is done by grouping errors into several categories based on the similarity of their nature according to the limits that have been taken by the researcher. Each group of errors is then counted so that the level of seriousness can be calculated. From this step, conclusions can be drawn about areas of the target language that are the fault points of learners.

Sixth, Evaluate errors. In the final stage of error analysis, and evaluation of the results of the analysis is carried out to develop suggestions for improving language learning in the future. Thus, analysis of language errors is expected to provide pedagogical value to improving the quality of learners (Sa'adah, 2012).

Hence, it is proposed that

H1: Worksheets are an effective tool for improving Arabic writing skills of students.

METHODOLOGY

To achieve maximum results, the Design Model for Arabic teaching materials for students uses the Research and Development (R&D) research method (Borg & Gall, 1983). Research and development are methods used to develop and validate products used in education and learning (Ngwaru, 2017; Sugiono, 2015). The selection of this method is by the purpose of the research to develop and test the effectiveness of the product that will be used in composition's Learning, which is preceded by an analysis of the language errors of students in grade II KMI Pondok Pesantren Al-Iman Putra.

In collecting data, researchers used the method of Documentary, Observation, Test, and Questionnaire, so that this research instrument was the result of Composition santri, observation guidelines, test questions, and questionnaires. To analyze the data collected, researchers used a descriptive percentage formula and t-test formula. The results of the design were tested on experts in the fields of material, media, and Learning. After that, a field test was conducted involving 63 students. In this study, researchers used qualitative and quantitative approaches, to obtain product effectiveness in the form of differences in the results before the product trial and after the trial. The target population is grade II KMI Al-Iman Putra Islamic Boarding School.

RESULTS AND DISCUSSION

Language Error Analysis in Composition Class II KMI

Researchers found that students' mistakes stemmed from Mother's Linguistic Interference (Indonesian Language) and Intralingual and Developmental errors. Indonesian interference errors can be seen in the following sentence:

كُنْسَ الْوَلْدُ الْخُجْرَةَ لِكِي نَطْنِفُ

The use of the letter *كي* in the above sentence violates Arabic cyclic rules, which are usually not followed afterward by *isim* but more on *file mudhari 'manshub*, so precisely the sentence is expressed with *كُنْسَ الْوَلْدُ الْخُجْرَةَ كِي تَكُونُ نَطْنِفَةً*. There are other

sentences similar to this expression: نَتَعَلَّمُ الدَّرْسَ مَعَ الْأُسْتَاذِ كَيْ فَاهِمًا, rightly expressed by expressions نَتَعَلَّمُ الدَّرْسَ مَعَ الْأُسْتَاذِ كَيْ نَكُونُ فَاهِمًا, as well as in the following sentence نَتَعَلَّمُ كَيْ نَتَجَيِّدُنَا جَيِّدَةً, which is best expressed by نَتَعَلَّمُ كَيْ تَكُونُ نَتَجَيِّدُنَا جَيِّدَةً.

In connection with this phenomenon, Indonesians express in their language the word “in order” as written in this expression:

- Di sekolah tugas kita adalah belajar agar naik kelas.
- Rumah di sapu agar bersih dari kotoran;
- Polisi mengatur lalu lintas jalan agar tidak macet;
- Ia minum obat agar lekas sembuh (Depdiknas 1939).

The word “agar” in Indonesian grammar is a conjunction that connects two sentences and indicates the desired purpose. Unlike the Arabic sentence, the word “agar” which means كَيْ is a harf matchday and nashab followed after fiil mudhari 'mansub (Al-Khathibi, 2013).

In this case, students seem to try to use the analogy they built from the Indonesian language system to express Arabic sentences. First language interference in the second language occurs because the student’s first language system is more dominant than the second language system (Al-Khuli, 1988).

The dominance of the first language in the second language again occurs in the expression of students أَحْفَظُ الدَّرْسَ فِي الْمَوْجَهَةِ فِي أَحْفَظُ الدَّرْسَ فِي الْمَوْجَهَةِ فِي الْمَوْجَهَةِ which implies the sentence structure of Indonesia “buku cerita itu dibacanya sampai that” as the sentence فِي فِي الْإِمْتِحَانِ هُنَاكَ كَثِيرُ الْإِمْتِحَانِ هُنَاكَ كَثِيرُ الْإِمْتِحَانِ which refers to the Indonesian expression “Selama Ada Masyarakat dan kehidupan disana ADA hukum”

Composition’s mistakes most students come from intralingual and developmental errors. As seen in the following error:

أَنَا أَنْظَفُ الْغُرْفَةَ وَأَحْفَظُ نَظَافَتِهَا

In the sentence structure above is an example that violates Arabic syntax rules, namely the sentence نَظَافَتِهَا and الْغُرْفَةَ. The last harakat of the word الْغُرْفَةَ, both of these sentences should be read as a text because their position is as maf’ul bihi. Likewise in the other sentence structures that have been collected by researchers, the following samples are obtained:

Table 1: The Form of Composition Students’ Mistakes

Composition students’ mistakes	Correct sentence structure
فِي الْبَيْتِ حُجْرَةٌ لِي حُجْرَةٌ بَابٍ	فِي بَيْتِي حُجْرَةٌ لِلْحُجْرَةِ بَابٍ
أَحْمِلُ الْأَدْوَاتِ الْمَدْرَسِيَّةِ	أَحْمِلُ الْأَدْوَاتِ الْمَدْرَسِيَّةِ
أَتَعَلَّمُ بِالْجِدِّ وَالْإِجْتِهَادِ	أَتَعَلَّمُ بِالْجِدِّ وَالْإِجْتِهَادِ
رَجَعُ الطَّلِبَةَ إِلَى بَيْوتِهِمْ فِي الْيَوْمِ الْعَطْلَةِ	رَجَعُ الطَّلِبَةَ إِلَى بَيْوتِهِمْ فِي يَوْمِ الْعَطْلَةِ
مَسَكَنِي مِثْلَ بَيْتِي	مَسَكَنِي مِثْلَ بَيْتِي
أَتَوَضَّعُ بَعْدَ النَّوْمِ	أَتَوَضَّعُ بَعْدَ النَّوْمِ

As for when calculated and percentage can be seen in the graph below:

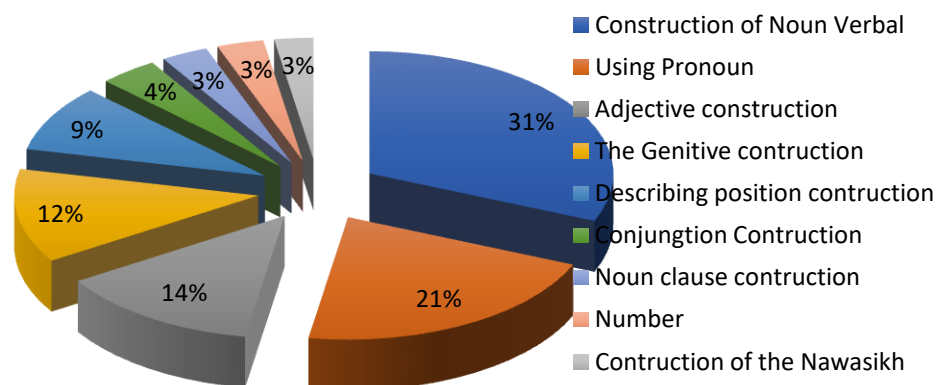


Figure 2: Frequency of Error

Desain Student Worksheet of Composition

After analyzing students’ mistakes, the worksheets are arranged through the forms of mistakes of the second-grade students of *Kulliyatul Muallimin al-Islamiyyah* Pondok Pesantren Al-Iman Putra. Student Worksheet is printed with paper size B5, space 1.5, font 18 *KFGQPC Uthmanic Script HAFS* for Arabic, and *Palatino Linotype* for Indonesian. The worksheet design consists of front cover and back cover, introduction, table of contents, introduction, worksheet, training models, instructions for using the worksheet, syllabus, content, assessment and bibliography. The contents section consists

of the title of the material, the main paper, the elements of the paper, the explanation of the sentence structure in the paper, attention to errors, rules of pictorial or summary material, practice questions.

The titles contained in the worksheet consist of nine types, namely Noun verbal, pronoun, Adjective, The Genitive, Describing position, at- Conjunction, Noun clause, Number Construction and the Nawasihk. While the model and forms of training consist of Fill in the blanks, Form the sentences with the specified word, Extract students from the article, substitution, Fix errors, Translate sentences, Summarize the article, Put the sentences after noting the models, Choose the right answer, Arrange the sentences, Create the article, and answer the questions.

The content of the worksheet is enriched with pictures related to the material, wise words that aim to motivate students in learning Arabic, and also the colours of the helpers in understanding Arabic sentence structure to encourage interest and reduce boredom due to new things in Learning.

The contents of the worksheets were responded by material experts, media, languages, and students. Qualification of expert, practitioner and student response, namely (i) very high and high, it is necessary minor revisions are made and validation/ retrying is not necessary; (ii) moderate, necessary major revisions are made and there is no need for validation/ retrying; (iii) low and very low, large revisions/ trials and re-validation need to be done, furthermore in the evaluation criteria for responses to Student Worksheet 81% - 100% (highly applicable); 61% - 80% (can be applied); 41% - 60% (enough can be applied); 21% - 40% (less applicable); <21% (not applicable). The results of expert and practitioner responses can be seen in the following graph:

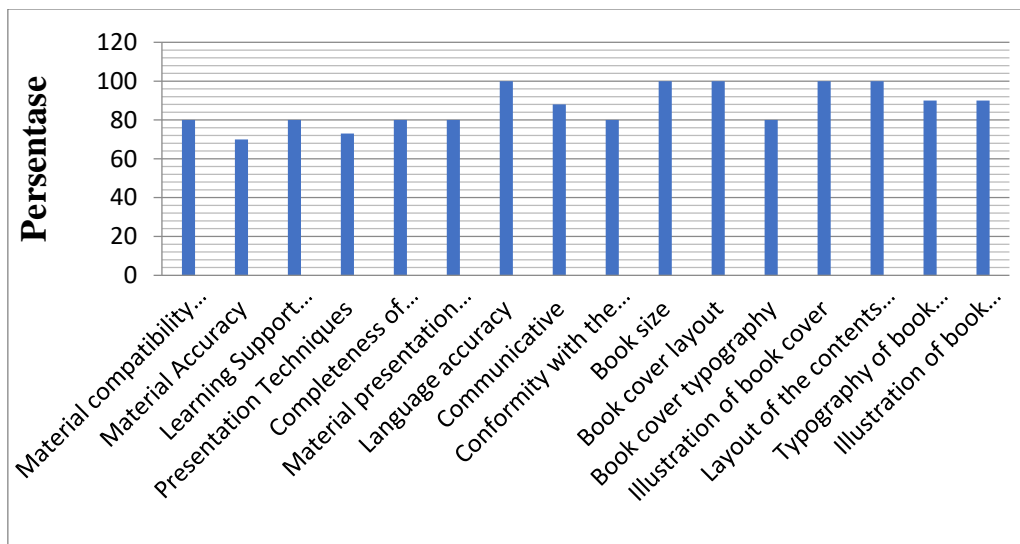


Figure 3: The Results of Expert and Practitioner Responses

From the graph above shows that the response of material experts is high (77%), language (92%), media expert is very high (95%) while the average results of expert judgment are very high (86%). This result means that the compiled Student Worksheet does not need to be validated again and is already very applicable. Student responses to the worksheets developed can be seen in the following graph.

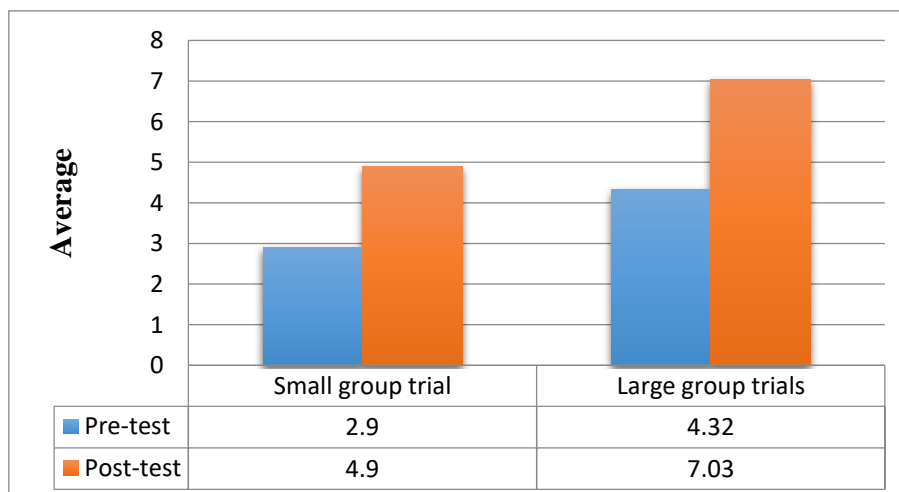


Figure 4: The Small And Large Group Trials Result

The graph above shows students' responses to small group trials increased by 20%, and large groups by 27%. So, the worksheets that are compiled only need minor revisions and there is no need to try again, and the worksheets are very applicable to composition's Learning in the classroom. This result is reinforced by the high results of the questionnaire distributed to students after learning to use Student Worksheet as follows:

Table 2: The Student Responses to the Student Worksheet

No	Student Response	Percentage	Ket
1	Small group trial	85%	Very high
2	Large group trials	86%	Very high

The schedule shows students' responses to small group trials are very high (85%), as well as large groups (86%). So, the worksheets that are compiled only need minor revisions and there is no need to try again, and the worksheets are very applicable to composition's Learning in the classroom. This is coupled with the height of the teacher's response to the questionnaire.

Table 3: The Teacher's Responses to the Student Worksheet

No	Teacher's response	Percentage	Ket
1	Small group trial	96%	Very high
2	Large group trials	97%	Very high

Seen in the above schedule the teacher's response to the small group trial was very high 96%, compared to the increase in the large group trial 97%. So, the worksheets that are developed do not need to be revised and do not need to be retested, and the worksheets are very applicable to the composition's Learning in class.

Data from small group and large group trial results were analyzed descriptively using descriptive statistics aided by the Statistics Package For Social Science (SPSS version 22.0) software. as for the result:

Table 4: Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pre - Post	-2.32432	1.82656	0.30029	-2.93333	-1.71532	-7.740	36	0.000

It can be seen in the table above that the t-value of 7.740 is greater than the t-table of 2.030. So, this shows that there is a significant difference between the average scores of students pre-test and post-test in large group trials. This also means that the worksheet products that are designed are effective in increasing the ability of Composition students.

Based on the results of the study above, researchers can take several important points. Some research shows that the worksheets developed have decent and valid criteria with little revision and can be used as learning aids in class. Subsequent results found that the worksheets were included in very good criteria so that the design could continue to be produced with little improvement. These results are in line with the research results obtained by researchers that the response of material experts is "High" and linguists and media experts "Very High", the worksheets developed were only made minor revisions according to expert and practitioner input, then the worksheets could be tested on students.

Students are very interested in giving positive comments to the worksheet, that with the worksheet in Learning allows the teacher to interact with students. During the learning process, students can learn actively and efficiently by involving Student Worksheet. The expert's view is in line with the results obtained that the students' response to the attractiveness of worksheets was considered very high so that the worksheets developed were very applicable in Learning and enabled students' effectiveness in learning to run actively and efficiently.

Relating to the effectiveness of Student Worksheet graphic design with images and colours. Comenius's research found that the use of colours, schedules, graphics, and images gave good results in Latin language learning, in line with the preparation of worksheets enriched with the right picture concept in the learning environment that can attract students' attention (Thu'aimah, 1998)^[44]. Strengthened by Karamustafaoglu, that conceptual drawings, questions and cartoons can capture the attention of students. The expert's explanation is in line with the results of the study that students' responses to worksheets are considered to be very interesting in terms of writing, language, how to arrange pictures, and colours, complemented with evaluation because evaluation in the form of questions is an important factor in worksheets (Rahayu, Syafrimen and Wati, 2016). Overall, these results are in line with the results of research conducted by researchers.



Figure 5: Example of a Unit from a Student Worksheet

Source: The following example of a unit from a Student Worksheet that the author composed

CONCLUSION

In addition to being a problem of students' language problems, composition's Learning can also be a contribution to improving students' composition abilities. Analysis of language errors as an applied linguistic theory can be used in which results are used as remedial material in the form of interesting teaching materials and under the abilities and development of students at that time. Student Worksheet is one of the teaching materials it's can be used by teachers in serving students in developing the ability of composition in the learning environment. This research provides a positive contribution for teachers that the development of worksheets as important teaching materials in the learning process.

LIMITATION AND STUDY FORWARD

This study has some limitations which must not be overlooked. First of all, this study was carried out in a single school and the subjects of the study were students from grade II only. Thus, the results cannot be generalized to a larger population. Therefore, future research with a larger sample size including students from different age groups and diverse backgrounds must be conducted to lend confidence to these findings. Moreover, this study used an error analysis strategy, but this strategy has faced some criticism from researchers. An additional strategy adopted by researchers for analyzing Learning is Contrastive Analysis. It is advised that future studies must analyse the viability of worksheets through contrastive analysis strategy. Moreover, this study only focused on the Arabic language, whether other languages can also be learned and written better through worksheets is an area open for further investigation.

AUTHORS CONTRIBUTION

All authors made useful contributions to this study. Abdul Hafidz Zaid formulated the first draft of this study and carried out interviews. Imam Bahroni and Ahmad Hifdzil Haq worked on data collection through observations and questionnaires. Moreover, Imam Bahroni also performed the analysis on data and Ahmad Hifdzil Haq refined the write-up.

ACKNOWLEDGMENTS

The authors would like to express their thanks to Kemenristekdikti for their support by Research Program for Magister Theses and the anonymous reviewers for their constructive comments and suggestions.

REFERENCES

1. Al-khreshah, M. (2010). Interlingual interference in the English language word order structure of Jordanian EFL learners. *European Journal of Social Sciences*, 16(1), 106-113.
2. Al-khreshah, M. (2011). An investigation of interlingual interference in the use of 'and' as a syntactic coordinating structure by Jordanian EFL learners. *European Journal of Social Sciences*, 18 (3), 426-433.
3. Al-khreshah, M. (2013). *The misuse of word order in the writing of Jordanian EFL learners*. Unpublished doctoral dissertation, University of Malaya, Kuala Lumpur, Malaysia.
4. Al-khreshah, M. (2015). A review study of interlanguage theory. *International Journal of Applied Linguistics & English Literature*, 4 (3), 124 - 131. <https://doi.org/10.7575/aiac.ijalel.v.4n.3p.123>

5. Al-khreshah, M. (2016A). A review study of error analysis theory. *International Journal of Humanities and Social Science Research*, 2, 49-59. <https://doi.org/10.20474/jahss-2.6.5>
6. Al-khreshah, M. (2016B). A review study of contrastive analysis theory. *Journal of Advances in Humanities and Social Sciences*, 2 (6), 330-338. <https://doi.org/10.20474/jahss-2.6.5>
7. Abdul, K. S., & Al-Waly, A. (2004). *Burning the teaching of literature and rhetoric*. Oman: Dar al-Syuruq wa li an-Nasyr.
8. Abdulhasyim, A. (2012). *At-Ta'bir philosophy, waqi'uhu, tadrisu*. Oman: Dar al-Syuruq wa li an-Nasyr.
9. Agustin, R. L. (2014). Development of chemo-entrepreneurship oriented students (LKS) for high school students (the development of student worksheet (LKS) chemo-entrepreneurship oriented for senior high school). *Unesa Journal of Chemical Education*, 3(2), 116-123.
10. Ahmad, M. A. Q. (1979). *Ta'Im burns the Arabic language*. Cairo, Egypt: Maktabah al-nahdhah al-Mishriyyah.
11. Al-Dulaimy, T. A. H. (2003). *The hopeful revolution in teaching Arabic*. Amman, Jordan: Dar al-Syuruq.
12. Al-Fattah, A. K. (2002). *Fannu at-Ta'bir al-Wadhifi*. Maktabah manshur.
13. Al-Hadidi, A. (1966). *My music didn't speak Arabic to me other than the Arabs*. Cairo, Egypt: Dar al-Kitab al-Arabi.
14. Al-Iman, P. P. (n.d.). *Syllabus kulliyatul muallimin al-Islamiyya*.
15. Al-Khathibi, T. Y. (2013). *The pain of joints in Ali's Lord*. Libanon: Dar al-Kutub al-Ilmiyah.
16. Al-Khuli, M. A. (1988). *Life is a bilingual (linguistically industrialized)*. Riyad, Saudi Arabia: Jami'a
17. Basuki, W. A., & Wijaya, A. (2018). The development of student worksheet based on realistic mathematics education. *Journal of Physics Conference Series*, 1097, 1-7. <https://doi.org/10.1088/1742-6596/1097/1/012112>
18. Borg, W. R. & Gall, M. D. (1983). *Educational research: An introduction*. London: Longman.
19. Depdiknas, P. B. (2008). *Indonesian dictionary*. Jakarta, Indonesia: Pusat Bahasa.
20. Devianty, R. (2017). Language as a cultural mirror, *Jurnal Tarbiyah*, 24(2), 226-245.
21. Effendy, A. F. (2017). *Arabic language teaching methodology*. Jombang, Indonesia: Misykat.
22. Ellis, R. (2003). *Second Language Acquisition*. Oxford: Oxford University Press.
23. Hamid, A. (2013). *Measuring Arabic language ability for Islamic studies*. Malang: UIN Malik Press.
24. Hasbullah, H. (2016). Development of student worksheet oriented by the process skills in scientific Learning on student learning results in the subject of the human digestion system. *Journal of Biology Education*, 7(2), 121-128.
25. Jassem, A., (2000). *Study on second language learners of Arabic: An error analysis approach*. Kuala Lumpur, Malaysia: A.S. Noordeen.
26. Johan, G. M. & Simatupang, Y. J. (2017). Analysis of Indonesian language errors synactically in the class IV discussion process of SDN Miri," *Visipena Journal*, 8(2), 241-253. <https://doi.org/10.46244/visipena.v8i2.408>
27. Ketngam, T. (2019). Benefits of foreign language skills in foreign businesses in Thailand. *International Journal of Business and Administrative Studies*, 5(1), 37-52. <https://doi.org/10.20469/ijbas.5.10005-1>
28. Khalilullah, M. (2011). Activity language strategy (activity 'and takallum). *Social. Budaya Journal*, 8, 219-235.
29. Kucera, D. & Haviger, J. (2019). Analysis of formal characteristics of text in the CPACT Research: Enhancing the LIWC linguistic processing for the Czech language. *Journal Of Advanced Research In Social Sciences And Humanities*, 4(2), 57-65. <https://doi.org/10.26500/JARSSH-04-2019-0203>
30. Kusumawardhani, P. (2015). Error Analysis in writing an English narrative composition. *Jurnal Lingua Cultura*, 9, 132-136. <https://doi.org/10.21512/lc.v9i2.824>
31. Larasati, U. (2017). Development of Physics student worksheets (LKS) using character-based relating, experiencing, applying, cooperating, transfer (React) strategies at the subject of Newton's law. *J. Wahana Pendidik.*, 2(1), 63-68.
32. Madkur, A. A. (1997). *Arts of teaching Arabic*. Cairo, Egypt: Dar al-Fikr al-Araby.
33. Markhamah. (2014). *Error analysis and passive form characteristics*. Surakarta: Muhammadiyah University Press.
34. Mochtar, M. (2018). Language Education Policy At Schools In The Era Of Southeast Asian Economic Community Integration. *Journal of Advanced Research in Social Sciences and Humanities*, 3(3), 95-101. <https://doi.org/10.26500/JARSSH-03-2018-0302>
35. Ngwaru, J. M. (2017). Multi-literacies pedagogy design: The case of focused ethnographic research and catalytic validity in literacy development. *International Journal of Humanities, Arts and Social Sciences*, 3(2), 31-43. <https://doi.org/10.20469/ijhss.3.20001-2>
36. Nurkanti, M., Ibrahim, Y., & Tresnawati, C. (2019). Effectiveness of scientific education project-based student worksheet. *Journal of Entrepreneurship Education*, 22(1), 1-10.
37. Prastowo, A. (2015). *Creative Guide to making innovative teaching materials*. Jogjakarta, Indonesia: Diva Press.
38. Pringgowidagda, S. (2002). *Language mastery strategies*. Yogyakarta, Indonesia: Adicita Karya Nusa.
39. Rahayu, T., Syafrimen, & Wati, W. (2016). Student worksheets (LKS) integrated into Physics learning. In *Proceeding of the 4th International Conference on Islam and Higher Education*, Pahang, Malaysia.
40. Rahmawati, E. (2017). Development of student worksheet using subtema contextual approach to my state environment to improve learning outcomes in class IV students basic schools. *Basic Education Review-Journal: Journal of Educational Studies and Research Results*, 3(1).
41. Richards, J. C. (2013). *Longman dictionary of language teaching and applied linguistics*. Abingdon, UK:

- Routledge. <https://doi.org/10.4324/9781315833835>
42. Richards, J. C. (2015). *Error analysis: Perspectives on second language acquisition*. Abingdon, UK: Routledge.
 43. Rosyidi, A. W. (2012). *Understanding the basic concepts of Language Learning*. Malang: UIN Maliki Press. <https://doi.org/10.4324/9781315836003>
 44. Sa'adah, F. (2012). Analysis of language mistakes and their role in foreign language learning. *Wahana Akademika: Jurnal Studi Islam dan Sosial*, 14(1), 1-29.
 45. Samak, M. S. (n.d.). *For me to study the linguistic apprenticeship and pay attention 'give it behaviour and its scientific patterns*. Cairo, Egypt: Dar al-Fikri al-Arabi.
 46. Saraswati, D. L. & Dasmu. (2018). Student worksheet based inquiry of social interactions. *Journal of Physics: Conference Series*, 1120(1). <https://doi.org/10.1088/1742-6596/1120/1/012029>
 47. Setiawati, E. (2018). *Communication understanding tool in interactional Discourse*. Malang, Indonesia: UB Press, 2018.
 48. Shini, M. I. (1982). *Accept the linguist and sister analysis*. Riyad: Mathabi' Jami'ah al-Malik Sa'ud.
 49. Sridhar, S. N. (1975). Contrastive analysis, error analysis and interlanguage: Three-phase of one goal? Study in language learning. *ERIC*, 1, 1-34.
 50. Sugiono. (2015). *Research & Development Methods: Research and Development*. Bandung, Indonesia: Alfabeta.
 51. Tarigan, H. G. (2011). *Teaching of language error analysis*. Bandung, Indonesia: Angkasa.
 52. Thu'aimah, R. A. (2006). *Language: Ahalia pina, curriculum and strategy*. Dar al-Munadhamahh al-Islamiyah.
 53. Yaseen, A. A., Ismail, K., & Yasin, M. S. M. (2018). Syntactic errors in an Arab EFL postgraduate student's spoken English during a thesis supervision session. *Arab World English Journal*, 9, 392-406. <https://doi.org/10.24093/awej/vol9no4.29>