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2004



الجامعة الإسلامية العالمية ماليزيا
INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA
بَوَيْتِ رَسُولِيَّ إِسْلَامَ أَنْبَاءِ رَجَائِيَا مُلَقِّنِيَا

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ABSTRACT

This study attempts to identify the actual problems that Malay students face when they use various types of Arabic verbal nouns in their writing. It also aims to find out the frequency of the types of errors in the use of Arabic verbal nouns based on the statistical analysis presented in this study. The study adopts descriptive and analytical methods to analyse the errors occurred in students' writings, enumerate the percentages of errors and assign the sources of errors. The sample selected for this study consisted of 200 Malay students who specialized in Arabic and from students in Islamic Revealed Knowledge who took the writing skill course as an elective subject to complete their studies during the academic year of 2003 / 2004. The study reveals that the learners' errors amounted to 1070. The rank order of the types of errors is as follows: substitution and misplacement (81.33 %); omission (9.15 %); selection (5.79 %); and insertion (3.73 %). The study has identified that the difficulties students have in forming Arabic verbal nouns are the main reasons why students make the errors and have difficulties in using the verbal nouns. Another observation is that almost all of the verbal nouns used by the students were conventional ones rather than those based on analogy. The students were unable to determine the right usage unless they referred to Arabic dictionaries to ascertain the correct use of the verbal nouns as used by native Arabic speakers. Other causes of errors include interference of the mother tongue and intralingual errors such as the ignorance of the grammatical rule restrictions, incomplete application of the rules, and overgeneralization and simplification of facts. Some minor causes that also contribute towards this problem are students' carelessness, ineffective methods of teaching and curriculum.

APPROVAL PAGE

I certify that I have supervised and read this study and that in my opinion it confirm to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a thesis for degree of Master of Human Sciences in Arabic Language **(Arabic As A Second Language)**.

Adil El-Sheikh Abdalla
Supervisor.

I certify that I have read this study and that in my opinion it confirm to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a thesis for degree of Master of Human Sciences in Arabic Language **(Arabic As A Second Language)**.

Abdul Wahab Zakaria
Examiner.

This thesis was submitted to the Department of Arabic Language and Literature and is accepted as partial fulfillment of the requirement for degree of Master of Human Sciences in Arabic Language **(Arabic As A Second Language)**.

Muhamadul Bakir Haji Yaakub
Head,
Department of Arabic Language
and Literature.

This thesis was submitted to the Kulliyyah of Islamic Revealed Knowledge and Human Sciences and is accepted as partial fulfillment of the requirement for degree of Master of Human Sciences in Arabic Language **(Arabic As A Second Language)**.

Mohamad @ Md. Som Sujimon
Dean,
Kulliyyah of Islamic Revealed
Knowledge and Human Sciences.

DECLARATION

I hereby declare that this thesis is the result of my own investigation, except where otherwise stated. Other sources are acknowledged by footnotes giving explicit references and bibliography is appended.

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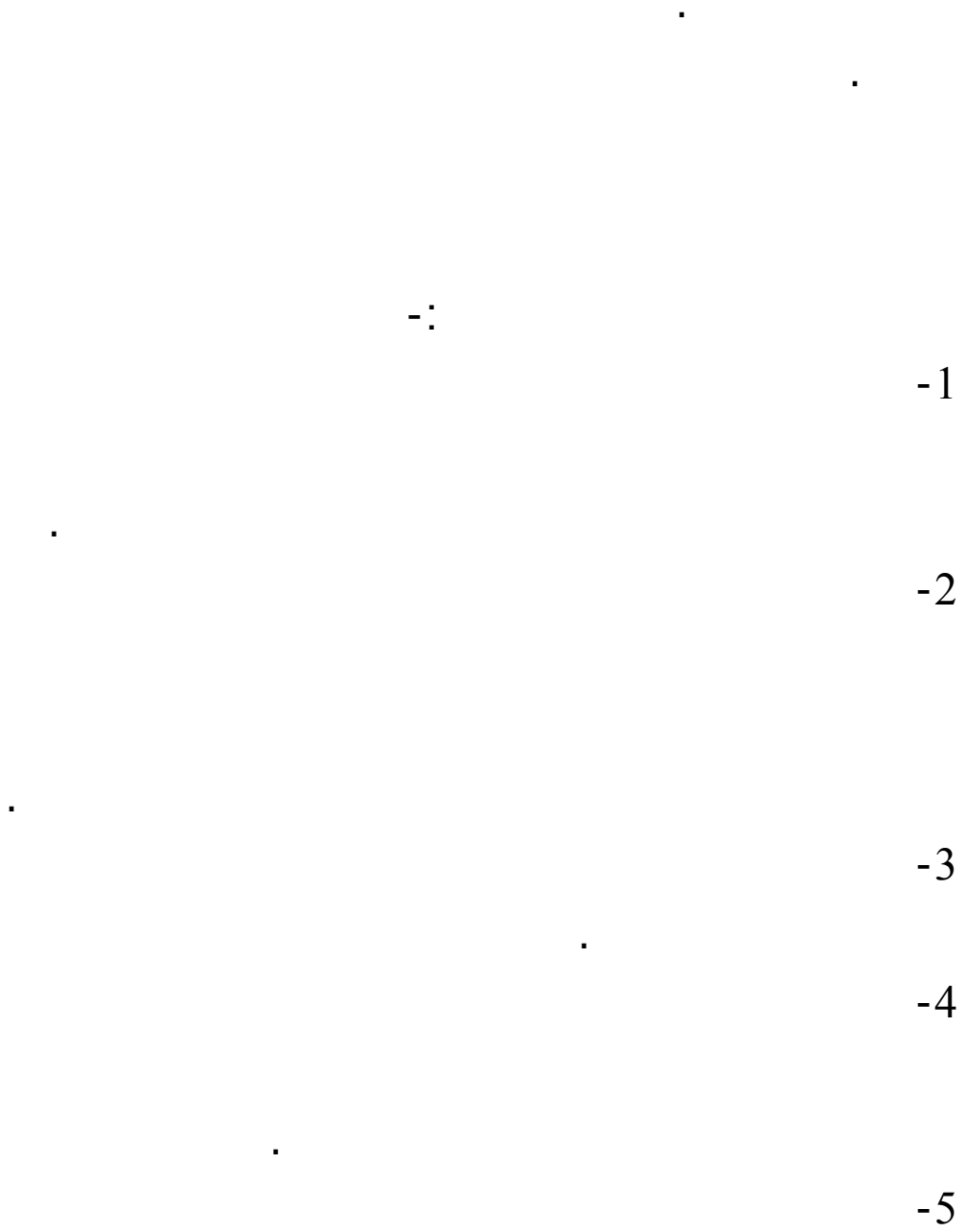
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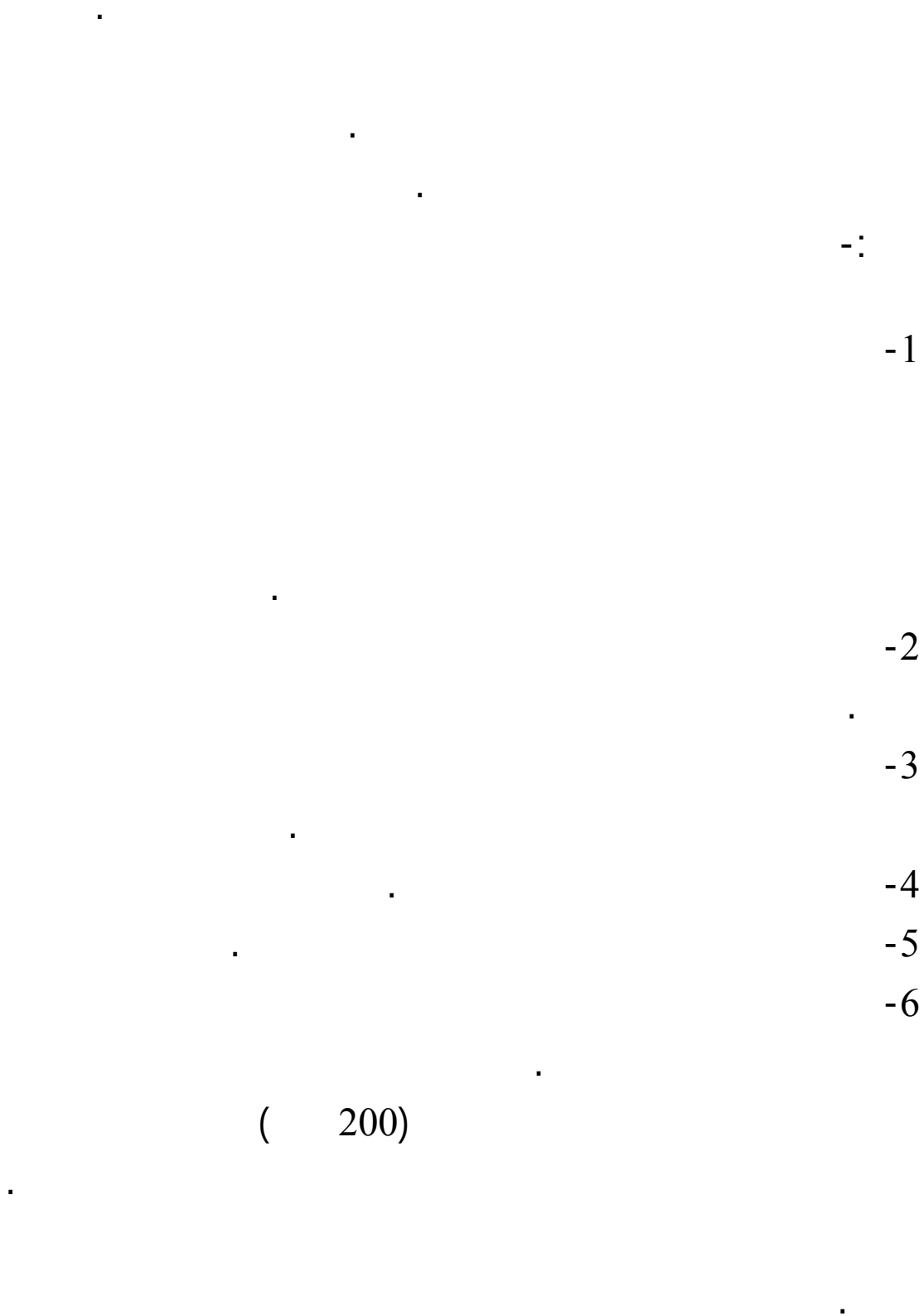
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⁵ Jassem Ali Jassem, **Study on second language, learners of Arabic, an error analysis approach** (PhD.University of Malaya), A.S.Nordeen, Kuala Lumpur , 2000.

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