

**The Influence of Regional Dialects on Students' Arabic Speaking Skills at
Pondok Pesantren Darussalam Al-Hafidz Jambi City**

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ABSTRACT

Pondok Pesantren Darussalam Al-Hafidz تبحث هذه الدراسة في تأثير اللهجات الإقليمية على مهارات التحدث باللغة العربية لدى الطلاب في بمدينة جامبي. وتهدف الدراسة إلى تحديد مدى تأثير الخلفية اللهجية في دقة النطق والتنغيم والطلاقة، بالإضافة إلى الكشف عن العوامل التي تسهم في حدوث التداخل الفونولوجي. وقد استُخدم المنهج الوصفي الكيفي، وجمعت البيانات من خلال الملاحظة الصفية، والمقابلات، وأظهرت نتائج الدراسة أن اللهجات الإقليمية تؤثر تأثيراً ملحوظاً في أداء واختبارات النطق، والوثائق. الطلاب في التحدث باللغة العربية، ولا سيما في المراحل الأولى من اكتساب اللغة. ويتجلى هذا التأثير في التداخل الفونولوجي، حيث يميل الطلاب إلى نطق بعض الأصوات العربية نطقاً غير صحيح بسبب غياب تلك كما كشفت الدراسة عن عدة عوامل الأصوات في لغاتهم الأم، مما يؤثر في وضوح الكلام وفعالية التواصل. تسهم في هذا التأثير، من بينها اختلاف الأنظمة الصوتية بين اللغة العربية واللغة الأم، وقوة الارتباط باللغة الأم، والجوانب النفسية مثل ضعف الثقة بالنفس، إلى جانب تفاوت مستويات كثافة الممارسة اللغوية. ومع ذلك، أوضحت الدراسة أن تأثير اللهجات ليس دائماً، إذ إن التعرض المستمر للغة العربية، والممارسة المنتظمة لمهارة التحدث، ووجود بيئة تعليمية داعمة، كلها عوامل تساعد على التحسن التدريجي في النطق والطلاقة. وتشير هذه النتائج إلى أن تأثير اللهجات الإقليمية يُعد جزءاً طبيعياً من عملية اكتساب اللغة الثانية، ويمكن الحد منه من خلال التدريب المستمر والممارسات اللغوية المكثفة. وتؤكد الدراسة أهمية الاستراتيجيات التربوية التي تركز على الوعي الصوتي والاستخدام النشط للغة في تنمية مهارات التحدث باللغة العربية لدى الطلاب.

الكلمات المفتاحية: اللهجة الإقليمية، مهارات التحدث باللغة العربية، التداخل الفونولوجي

ABSTRAK

This study examines the influence of regional dialects on students' Arabic speaking skills at Pondok Pesantren Darussalam Al-Hafidz, Jambi City. The research aims to identify the extent to which dialectal background affects pronunciation accuracy, intonation, and fluency, as well as to explore the factors contributing to phonological interference. A descriptive qualitative approach was employed, with data collected through classroom observations, interviews, pronunciation tests, and documentation. The findings indicate that regional dialects significantly influence students' Arabic speaking performance, particularly in the early stages of language acquisition. This influence is evident in phonological interference, where students tend to mispronounce certain Arabic sounds that are absent in their native languages, affecting clarity and communicative effectiveness. Several contributing factors were identified, including differences in phonological systems, strong attachment to the mother tongue, psychological aspects such as low self-confidence, and varying levels of practice intensity. However, the study also reveals that dialectal interference is not permanent. Continuous exposure to Arabic, regular speaking practice, and a supportive learning environment contribute to gradual improvement in pronunciation and fluency. These findings suggest that regional dialect influence is a natural part of second language acquisition and can be minimized through consistent training and

immersive language practices. The study highlights the importance of pedagogical strategies that emphasize phonetic awareness and active language use in enhancing students' Arabic speaking skills.

Keywords: *Regional dialect, Arabic speaking skills, phonological interference*

A. Pendahuluan

Language plays a crucial role as a medium of communication and knowledge transmission across generations (Huda, 2022). In the context of Islamic education, Arabic holds a central position as the primary language of the Qur'an, Hadith, and classical Islamic texts (Abdilah & Al-Farisi, 2023). Therefore, mastery of Arabic, particularly speaking skills (maharah al-kalam), is essential for students in Islamic boarding schools (pesantren), as it reflects their ability to actively communicate and understand religious knowledge (Tarigan, 1990).

However, the development of Arabic speaking skills among students is often influenced by their linguistic background, especially regional dialects. Indonesia's rich linguistic diversity leads students to bring distinct phonological patterns from their mother tongues into the process of learning Arabic (Islamiyah et al., 2024). This phenomenon frequently results in phonological interference,

particularly in the pronunciation of Arabic sounds that do not exist in local

languages, such as 'ق', 'ع', and 'ض', which require specific articulatory precision (Hasyim, 2019). As a result, students may experience difficulties in achieving accurate pronunciation, appropriate intonation, and overall fluency (Abrori, 2015; Ahmadi, 2014).

Previous studies have discussed the influence of first language interference on foreign language acquisition, including Arabic learning in Indonesian contexts. These studies generally highlight pronunciation difficulties and the role of phonological differences between languages (Chasanah & Arifianti, 2024). However, most of them focus on general classroom settings and provide limited attention to how dialectal variation operates within a specific institutional environment, such as pesantren, where language policies and daily communication practices may shape students' speaking development.

In addition, there is still a lack of in-depth analysis regarding the interaction between linguistic, psychological, and environmental factors in influencing dialectal interference, particularly in relation to students' speaking performance (Julianti & Siagian, 2023). This indicates a research gap in understanding how regional dialects function not only as a source of difficulty but also as part of the natural process of second language acquisition within an immersive learning environment.

Based on this gap, this study aims to examine the influence of regional dialects on students' Arabic speaking skills at Pondok Pesantren Darussalam Al-Hafidz, Jambi City. Specifically, it seeks to analyze the extent of dialectal influence on pronunciation, intonation, and fluency, as well as to identify the key factors contributing to phonological interference.

This study contributes to the field of Arabic language education by providing a more contextualized understanding of dialectal interference within pesantren settings. It also offers insights into how immersive language environments and pedagogical

practices can help reduce the impact of regional dialects on students' speaking proficiency.

B. Metode Penelitian

This study employed a descriptive qualitative approach to examine the influence of regional dialects on students' Arabic speaking skills at Pondok Pesantren Darussalam Al-Hafidz, Jambi City. This approach was selected to provide an in-depth understanding of naturally occurring linguistic phenomena in a real educational setting (Creswell, 2014).

The study was conducted in a natural environment to capture authentic language use and pronunciation patterns among students from diverse linguistic backgrounds. Participants were selected using purposive sampling, focusing on students who actively engaged in Arabic speaking activities and represented different regional dialects, as well as Arabic language teachers who were directly involved in instruction (Sugiyono, 2019).

Data were collected through classroom observations, semi-structured interviews, pronunciation tests, and documentation. Observation and interviews are considered essential techniques in

qualitative research for exploring participants' behaviors and experiences (Kusmarni, 2012). Observations were conducted to identify students' pronunciation patterns, particularly in producing Arabic sounds that differ from their native phonological systems. Interviews with teachers and students were carried out to explore their experiences, perceptions, and challenges related to dialectal influence in Arabic speaking. Pronunciation tests were administered to examine specific difficulties in articulating selected Arabic phonemes, while documentation such as field notes, students' performance records, and institutional materials was used to support data completeness.

To ensure data credibility, this study applied source triangulation by comparing findings from observations, interviews, tests, and documentation (Sugiyono, 2020). Data were analyzed using the interactive model of Miles and Huberman, which includes data reduction, data display, and conclusion drawing (Miles & Huberman, 1984; Sugiyono, 2020). The analysis focused on identifying patterns of phonological interference,

the forms of dialectal influence on pronunciation and intonation, and the factors contributing to these phenomena. Through this process, the study aimed to provide a comprehensive and contextualized understanding of how regional dialects affect students' Arabic speaking proficiency.

C. Hasil Penelitian dan Pembahasan

The findings reveal that regional dialects influence students' Arabic speaking skills across pronunciation, intonation, and fluency. Evidence from multiple research instruments observations, interviews, pronunciation tests, and documentation shows consistent patterns of phonological interference shaped by students' linguistic backgrounds.

Observation data indicate that students frequently experience difficulty in articulating specific Arabic phonemes, particularly those absent in their native languages. Common errors include the substitution of 'ق' with /k/, omission or weakening of 'ع', and confusion between 'ح' and 'ه'. These patterns were consistently recorded during classroom speaking activities, especially in spontaneous conversations. Students also

exhibited varied intonation patterns influenced by their regional dialects, such as faster speech tempo or uneven stress placement, which affected fluency and clarity.

These observational findings are supported by pronunciation test results. The test revealed that a significant number of students struggled with letters such as ث, ذ, ظ, ق, and ح. For instance, ث was often pronounced as /s/, ذ as /d/, and ظ as /z/, indicating strong first-language transfer. These results confirm that phonological interference occurs systematically rather than incidentally, aligning with the notion that differences in phonological systems contribute to pronunciation errors (Hasyim, 2019).

Interview data further explain these patterns. Teachers emphasized that students' pronunciation difficulties are strongly influenced by their mother tongue and prior language habits. One of the instructors named Zulkifli, S.Pd.I stated, "Students tend to rely on their daily language sounds, so when they encounter unfamiliar Arabic letters, they automatically replace them with similar sounds they already know." Another teacher highlighted the role of practice intensity, noting that "students

who actively participate in daily speaking programs show faster improvement compared to those who rarely practice."

From the students' perspective, interviews revealed both linguistic and psychological challenges. Several students reported difficulty in distinguishing similar Arabic sounds, while others expressed low confidence when speaking. One of the students named Muhammad Dzikri stated, "I understand the material, but I am afraid of making mistakes when speaking, especially with difficult letters." This suggests that psychological factors, particularly self-confidence, interact with linguistic limitations in shaping speaking performance, supporting Ahmadi's (2014) argument on the role of affective factors in language learning.

Documentation data, including students' performance records and teacher notes, reinforce these findings. Records show gradual improvement in pronunciation accuracy among students who consistently engaged in structured speaking activities such as muhadatsah and muhadharah. This indicates that increased exposure and practice contribute significantly to

reducing dialectal interference over time.

When triangulated, these findings demonstrate a clear relationship between the instruments. Observation and pronunciation tests identify specific forms of phonological interference, while interviews provide explanations for why these errors occur, and documentation shows evidence of improvement through practice. Together, they confirm that dialectal influence is shaped by an interplay of linguistic background, psychological factors, and learning environment.

These results are consistent with previous studies (Abrori, 2015; Julianti & Siagian, 2023), which highlight the impact of first language on pronunciation and speech patterns. However, this study extends prior research by demonstrating how these influences operate within an immersive pesantren environment, where structured language use and institutional support play a crucial role in mitigating interference.

Overall, the findings suggest that while regional dialects significantly affect Arabic speaking skills, particularly in early stages, their impact can be reduced through continuous practice,

corrective feedback, and supportive learning conditions. This reinforces the view that phonological interference is not a permanent barrier but a natural phase in second language acquisition.

Discussion

The findings of this study demonstrate that regional dialects significantly influence students' Arabic speaking skills, particularly in pronunciation accuracy, intonation, and fluency. This influence is primarily manifested through phonological interference, where students transfer sound patterns from their mother tongue into Arabic. The consistent mispronunciation of phonemes such as 'ع', 'ق', and 'ث', as evidenced in both observation and pronunciation test results, indicates that learners tend to substitute unfamiliar sounds with those that are closest in their native phonological system. This supports the argument proposed by Hasyim (2019) that differences in articulatory mechanisms between languages are a major source of pronunciation difficulty in Arabic learning.

From a theoretical perspective, these findings align with second language acquisition theory, particularly the concept of language transfer, which suggests that prior

linguistic knowledge strongly influences the acquisition of a new language. As noted by Abrori (2015), first language interference is a natural phenomenon that occurs when learners encounter unfamiliar phonological structures. However, this study extends the theoretical understanding by demonstrating that such interference is not merely an individual cognitive process but is also shaped by the sociolinguistic environment in which learning takes place.

Furthermore, the results reveal that phonological interference is not solely determined by linguistic factors. Interview data show that psychological aspects, especially students' lack of confidence, significantly contribute to their speaking difficulties. Students who feel hesitant or afraid of making mistakes tend to avoid producing challenging sounds, thereby reinforcing incorrect pronunciation patterns. This finding strengthens Ahmadi's (2014) assertion that affective factors play a crucial role in language learning, particularly in speaking skills that require active performance.

In addition, the study highlights the importance of the learning

environment in either reinforcing or reducing dialectal interference. Documentation and observation data indicate that students who actively participate in structured speaking programs, such as daily muhadatsah and public speaking activities, demonstrate noticeable improvement in pronunciation and fluency. This finding supports Julianti and Siagian (2023), who emphasize that language habits and repeated exposure significantly shape speech production. At the same time, this study provides a more specific contribution by showing how institutional policies within pesantren create an immersive environment that accelerates phonological adaptation.

Compared to previous studies (Chasanah & Arifianti, 2024), which primarily focus on identifying pronunciation errors, this study offers a more comprehensive analysis by integrating multiple factors linguistic, psychological, and environmental and examining their interaction. While prior research tends to present dialectal interference as a persistent challenge, the present findings suggest that such interference is dynamic and can be reduced through consistent practice and supportive learning conditions.

Therefore, this study does not reject previous findings but rather strengthens and extends them by providing contextual evidence from a pesantren setting.

The implications of these findings are both theoretical and practical. Theoretically, this study reinforces the view that phonological interference is an inevitable stage in second language acquisition but also highlights the role of environmental and affective factors in shaping learning outcomes. Practically, the findings suggest that Arabic language instruction should incorporate targeted phonetic training, increased speaking opportunities, and strategies to build students' confidence. Teachers should also be aware of students' dialectal backgrounds and design instructional approaches that explicitly address common pronunciation difficulties.

Overall, this study demonstrates that regional dialect influence should not be regarded as a permanent barrier but as a transitional phase that can be managed effectively through appropriate pedagogical interventions. By combining structured practice, corrective feedback, and a supportive learning environment,

students can gradually achieve greater accuracy and fluency in Arabic speaking.

D. Kesimpulan

This study confirms that regional dialects influence students' Arabic speaking skills, particularly in pronunciation and intonation, through phonological interference. However, this influence is not permanent and can be reduced through consistent practice and exposure.

The study contributes by highlighting the role of linguistic, psychological, and environmental factors within a pesantren context. Practically, it emphasizes the importance of phonetic training, active speaking practice, and supportive learning environments in improving students' proficiency.

Future research is recommended to examine broader contexts and apply varied research approaches to further explore strategies for minimizing dialectal interference.

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