



**A LINGUISTIC ANALYSIS OF ARABIC LANGUAGE ERRORS IN THE THESIS  
ABSTRACTS OF ARABIC LANGUAGE AND LITERATURE STUDENTS AT UIN  
SUNAN GUNUNG DJATI 2024**

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**ABSTRACT**

This study investigates linguistic errors found in the abstracts of undergraduate theses written by students of the Department of Arabic Language and Literature, Faculty of Adab and Humanities, UIN Sunan Gunung Djati Bandung. Employing a descriptive qualitative approach, the research analyzed 50 thesis abstracts and identified 60 language errors categorized into three main types: phonological and morphological errors, morphological and syntactic errors, and syntactic and semantic errors. The findings show that the most common phonological error involves the incorrect use of *hamzah*, reflecting a lack of adherence to Arabic orthographic conventions. Morphological and syntactic errors consist of inaccurate verb conjugations, incorrect noun forms, and sentence structures that deviate from standard Arabic grammar. Semantic errors appear as vague or incoherent expressions, frequently resulting from syntactic mistakes and inappropriate word choices. The study identifies three principal causes of these errors: insufficient mastery of Arabic grammar and morphology, limited vocabulary prompting reliance on unchecked translation tools, and inadequate supervisory feedback from academic advisors. This research highlights the urgent need to strengthen Arabic academic writing instruction and encourages more active lecturer involvement to ensure that students' theses meet both academic and linguistic standards.

**Keywords:** Linguistic Errors, Thesis Abstract, Academic Writing

**INTRODUCTION**

Arabic began to be recognized and studied in Indonesia with the arrival of Islam, initially for the purpose of supporting religious worship (Budiman & Ikrom, 2022). Over time, the learning of Arabic expanded in function. It is no longer limited to religious purposes but also serves as a means of international communication and the development of scientific knowledge, considering that Arabic is one of the international languages (Letmiros, 2019). Today, Arabic is taught systematically at various levels of education, from Madrasah Ibtidaiyah (Islamic elementary schools) to universities.

Sunan Gunung Djati State Islamic University Bandung, as one of the prominent Islamic universities in Indonesia, provides opportunities for students who wish to deepen their knowledge of the Arabic language through the Arabic Language and Literature program, which spans eight semesters and requires the completion of a final thesis written in Arabic. The thesis serves as an academic requirement for the attainment of a Bachelor's degree (Kuryani, 2017). The university's

seriousness in supporting thesis writing is reflected in the significant credit weight assigned to it, which amounts to 6 credits (SKS). This policy encourages students to approach the writing process with greater dedication. However, as Arabic is a second language for these students, they are required to put in considerable effort to complete the task. Consequently, errors in Arabic thesis writing are still frequently encountered.

Mistakes are essentially a natural part of being human, including in the use of language. Language errors refer to the use of language, whether spoken or written, that deviates from key communicative factors, societal norms, or established grammatical rules (Ruslan et al., 2023). Such errors are common, especially among second language learners. Even first language users often make mistakes in both speaking and writing. However, in academic writing, such mistakes should be minimized—especially when the work is to be published and read by a wider audience. Islamic higher education institutions, including Sunan Gunung Djati State Islamic University, have implemented a mandatory academic publication policy for undergraduate (S1), master's (S2), and doctoral (S3) students. This policy is based on the Rector's Decree Number: B-644/Un/05/1.1/PP/00/9/08/2020. The regulation aims to improve the quality of academic works within the university environment (Darmalaksana, 2022).

A thesis, as a scholarly work, must adhere to proper linguistic standards and utilize language that is both accurate and appropriate in accordance with the conventions of the language employed. In the context of students majoring in Arabic Language and Literature, Arabic serves as the compulsory medium of thesis writing and exhibits unique linguistic features distinct from those of the Indonesian language, particularly in the areas of orthography (*imla*), phonology, morphology, syntax, and semantics. These linguistic differences frequently contribute to various errors in students' academic writing, including inappropriate word selection and incorrect syntactic constructions. A particularly common issue involves the use of *hamzah*, which is governed by precise orthographic rules in Arabic. However, such rules are often neglected or inadequately applied, thereby compromising the linguistic accuracy of the thesis.

The study of language error analysis in thesis writing is not intended merely to highlight mistakes, but rather to identify, classify, interpret, evaluate, and ultimately correct the errors encountered. Accordingly, conducting an analysis of Arabic language errors is essential, as it serves as a reference and constructive feedback for Arabic language instructors. This enables educators to place greater emphasis on linguistic elements that are frequently misused by learners. As a result, students are expected to pay closer attention to and apply the correct rules of Arabic grammar and usage in their thesis writing, thereby enhancing the academic quality and credibility of their scholarly work.

This study aims to describe the types of errors found in the writing of *hamzah*, as well as errors in the aspects of phonology, morphology, syntax, and semantics found in the theses of students from the Department of Arabic Language and Literature at UIN Sunan Gunung Djati Bandung. These errors will then be evaluated and corrected. Furthermore, the study also seeks to explore the factors contributing to these linguistic errors and to offer solutions to address the problems of language errors in the thesis writing of students in the Department of Arabic Language and Literature at UIN Sunan Gunung Djati Bandung.

Various previous studies have highlighted Arabic language errors in students' academic writing. Faizah et al. (2024) from UIN Syarif Hidayatullah Jakarta conducted an analysis of *hamzah* writing errors in the thesis abstracts of students in the Arabic Language Education Study Program. Using a descriptive qualitative method on 25 data samples, the study identified 42 errors categorized into seven types, with the most frequent errors occurring in the use of *hamzah* in *isim mashdar* derived from *fi'il kbumasi* and *sudasi*. These findings indicate a weak mastery of *imla*' rules among students, necessitating enhanced writing practice and strengthened instructional materials.

Saimin et al. (2024) from Universitas Pendidikan Indonesia investigated morphological and syntactic errors in Indonesian-to-Arabic translation using ChatGPT. Through qualitative content analysis, the study identified various errors such as the conversion of verbs into nouns, inaccuracies in verb tense, changes in case markings (*i'rab*), and the omission of essential morphological or syntactic elements. This study emphasizes the importance of user awareness regarding the limitations of machine translation, especially in the context of Arabic morphology and syntax.

Meanwhile, (Haniah, 2018) from UIN Alauddin Makassar conducted a study on Arabic language errors in three student theses from the 2015/2016 academic year. This research identified errors in phonological, morphological, syntactic, and semantic aspects, as well as *hamzah* writing errors at the beginning and middle of words. The contributing factors included weak grammatical competence and a lack of seriousness in academic writing. The proposed solutions involved innovations in Arabic language instruction, the use of *mu'jam* (Arabic dictionaries), and increased writing practice.

In contrast to the three studies above, this article focuses on a linguistic analysis of Arabic language errors in the thesis abstracts of Arabic Language and Literature students at UIN Sunan Gunung Djati Bandung in 2024. Using a qualitative approach, this study not only maps the types of errors found in the areas of phonology, morphology, syntax, and semantics but also explores their underlying causes in depth. The findings are expected to contribute to the development of students' academic Arabic writing competence in accordance with proper linguistic principles.

## METHOD

This research on the analysis of Arabic language errors in the thesis abstracts of students from the Department of Arabic Language and Literature at UIN Sunan Gunung Djati Bandung is a qualitative descriptive study employing a content analysis approach to examine linguistic errors. Descriptive research aims to process data so that it can be presented systematically and clearly, making it accessible to readers who have not directly experienced or observed the subject under study (Leksono, 2013). Meanwhile, the qualitative approach is used to gain a deeper understanding of behaviors, phenomena, events, problems, or particular conditions that constitute the object of the research (Firdaus et al., 2025). Therefore, this study aims to identify, describe, interpret, and evaluate language errors found in the thesis abstracts of students from the Department of Arabic Language and Literature during the 2024/2025 academic year.

The data in this study are qualitative in nature, sourced from undergraduate theses of students in the Department of Arabic Language and Literature, Faculty of Adab and Humanities, UIN Sunan Gunung Djati Bandung, for the academic year 2024/2025. Qualitative data provide in-depth understanding of social contexts, individual experiences, and linguistic phenomena (Sutriyanti & Muspawi, 2024). In this study, the qualitative data consist of non-numerical information drawn from the thesis abstracts (Rijal Fadli, 2021).

A random sample of 50 theses was selected for analysis. The initial step involved carefully reading the abstracts of these fifty theses. The data were then collected using documentation techniques by recording various language errors found in the abstracts, covering aspects such as phonology, morphology, syntax, semantics, and the writing of the hamzah character.

To gain a deeper understanding of the underlying factors contributing to these errors, the researcher also conducted interviews with several students of the Department of Arabic Language and Literature. These interviews were conducted in a face-to-face setting, aiming to obtain relevant information and supporting data. To enhance the validity of the findings, triangulation techniques

were employed by comparing data obtained through documentation with those gathered from the interviews. This approach allowed the researcher to achieve a more comprehensive and objective view of the language errors found in the thesis abstracts.

Theoretically, this research contributes to examining psycholinguistic theories regarding the influence of a first language on the acquisition of a second language. It also supports the development of error analysis theory in applied linguistics, which posits that language errors stem from intralingual factors (errors within the target language system) and environmental or interlingual factors (influences from the first language or learning context). Practically, this study helps address challenges in learning Arabic, particularly in writing proficiency. The findings are expected to assist in establishing academic standards and scientific foundations for developing Arabic language curricula at UIN Sunan Gunung Djati Bandung. Moreover, the research contributes to the preparation and enhancement of Arabic learning materials, as well as the development of appropriate evaluation techniques.

## RESULT AND DISCUSSION

In linguistic studies, language errors are generally categorized into several core domains that reflect the fundamental structures of language. Broadly, these errors are classified into three primary linguistic areas: phonology, morphology, and syntax (Nurkholis, 2018). These three components serve as foundational pillars in the systematic development and use of language. *Phonology* concerns the sounds of language and how they are produced, perceived, and organized within a given linguistic system (Ramadhani et al., 2024). *Morphology* addresses the internal structure of words, including word formation processes and the inflection of words according to grammatical functions and meanings (Aristy, 2018). *Syntax*, on the other hand, pertains to the rules governing the arrangement of words into grammatically and semantically coherent phrases and sentences (Tarmini et al., 2019).

In the context of second or foreign language acquisition—such as the learning of Arabic—linguistic errors made by learners are considered a natural and inevitable part of the learning process (Umrah, 2018). These errors often reflect the learner's ongoing effort to comprehend and internalize unfamiliar linguistic rules. Hence, language errors should not be regarded merely as indicators of deficiency, but rather as markers of developmental progression in the acquisition of linguistic competence.

Nonetheless, such errors should not be dismissed or neglected. Identifying and analyzing recurring error patterns allows language educators and applied linguists to gain a deeper understanding of the linguistic elements that present the greatest challenges to learners. This underlines the significance of *error analysis*—a systematic approach in applied linguistics that investigates learner errors to provide empirical insights into the learning process and the interlanguage system formed by learners.

By recognizing specific error tendencies, instructional interventions can be more effectively tailored. For instance, if learners frequently commit morphological errors, pedagogical focus may be directed toward enhancing their understanding of word formation, including the use of noun and verb structures in accordance with grammatical roles and tenses. Conversely, if syntactic errors are prevalent, instruction should emphasize sentence construction, word order, and the appropriate use of particles and conjunctions. In the case of phonological errors, targeted exercises in pronunciation and listening comprehension may prove beneficial.

In summary, language errors made by learners should be viewed not as mere failures, but as valuable diagnostic tools that offer insights into the learning process (Rustanti, 2024). Through a

structured and scientific approach to error analysis, such errors can be minimized or gradually eliminated by employing appropriate pedagogical strategies, relevant instructional materials, and adaptive methodologies that address learners' specific linguistic needs.

Based on a comprehensive analysis of 50 undergraduate theses from students in the Arabic Language and Literature program, it was found that 25 theses contained linguistic errors within their abstract sections. A total of 60 errors were identified, spanning across various linguistic domains, namely phonology, morphology, syntax, and semantics. These findings indicate that, despite completing their undergraduate education, a significant number of students still exhibit considerable deficiencies in academic Arabic writing. This suggests a need for critical evaluation of the effectiveness of Arabic language instruction, particularly in academic contexts, and highlights the importance of enhancing writing exercises and supervisory support throughout the thesis writing process.

Upon closer examination, the 60 errors were categorized into three major linguistic domains for analytical clarity: (1) phonological and morphological errors (32 instances), (2) morphological and syntactic errors (17 instances), and (3) syntactic and semantic errors (11 instances). These categories reflect the interrelated nature of linguistic structures, where errors are not isolated but often occur across multiple layers of language use.

### **Phonological And Morphological Errors**

The first category involves errors related to phonemes and word forms, such as incorrect use of hamzah (glottal stops), inappropriate singular/plural forms, and morphological inaccuracies due to lack of understanding of Arabic word formation rules. The second category highlights the interface between morphology and syntax, including errors in personal pronoun (*ḍamīr*) usage, mismatched verb-subject agreement, and incorrect phrase structures. The third category focuses on syntactic constructions that result in semantic inaccuracies or ambiguity, such as grammatically correct word usage that fails to convey appropriate meaning within context.

Further, a specific subset of errors relates to the incorrect usage of hamzah, categorized into two forms: initial hamzah and medial hamzah errors. In the first case, numerous theses incorrectly applied hamzah qath' or wasl in verb forms or particles. For instance, in data example 47, the expression "استنتج هذا البحث" should correctly be written as "استنتج هذا البحث", since the verb begins with a wasl hamzah that should not be explicitly marked. Similar mistakes occurred in data 46 and 34. Additionally, the omission of the obligatory hamzah qath' in the particle "أن" was observed in several instances, such as in data 49 and 22, where "ان" should have been written as "أن".

In the second case, errors in writing medial hamzah involved incorrect spelling of conjunctions and nominal forms. For example, in data 54, the phrase "أما أغراض البحث" was incorrectly written and should be "أما أغراض البحث", requiring a qath'i hamzah and a shadda on the letter "mīm". In data 50, "سبب إصابة الزحاف" should be "سبب إصابة الزحاف", as the word "إصابة" must begin with a hamzah qath'i. Data 55 includes another such error: "وأنواع الزحاف الموجودة", which should be correctly rendered as "وإنواع الزحاف الموجودة".

These findings underscore a substantial gap in students' understanding of Arabic orthographic conventions, particularly regarding the use of hamzah. It is therefore imperative to provide more rigorous instruction and guided practice in Arabic academic writing, with special attention to imla' (orthographic) rules, in order to improve the linguistic quality of students' theses and align them with academic and linguistic standards.

Accordingly, this study adopts a combined phonological and morphological analysis approach to offer a more holistic understanding of the linguistic errors identified in thesis abstracts. This integrative framework emphasizes that accurate pronunciation and correct word formation are two foundational aspects that mutually reinforce each other in producing high-quality academic writing in Arabic.

### Morphological and Syntactic Errors

This study examines morphological and syntactic errors in an integrated manner, recognizing that these two grammatical domains are inherently interconnected and frequently manifest concurrently within students' sentence constructions. Morphological errors refer to the incorrect formation of words that deviate from the established rules of Arabic grammar, such as misapplication of patterns (*awzān*), affixes, or agreement markers. Meanwhile, syntactic errors are identified when there is a misordering or misuse of those words within the sentence structure, leading to confusion in meaning or disruption in grammatical coherence. Because Arabic grammar relies heavily on the interplay between morphology (*ṣarf*) and syntax (*naḥw*), errors in either area often trigger cascading effects on the overall clarity and correctness of a sentence.

One commonly observed issue involves the improper application of grammatical gender, especially in relation to adjectives (*ṣifah*) and pronouns (*ḍamir*) that are expected to align with the gender of the corresponding noun. For instance, in Data 24: يرتبط القصة المصوطة اقتباطاً، the word القصة is feminine, yet the accompanying verb and descriptive elements do not reflect this, leading to gender inconsistency. Such mismatches can obscure meaning and reveal a lack of sensitivity to the system of gender agreement that is fundamental in Arabic grammar. Another frequent error occurs in the usage of demonstrative and personal pronouns, where students mistakenly select pronouns that do not match the gender, number, or grammatical case of their antecedents. In Data 51: في هذه البحث، the demonstrative pronoun هذه is feminine, while the noun البحث is masculine, resulting in a grammatically flawed phrase.

Furthermore, numeral usage also presents a significant challenge, particularly regarding the grammatical agreement between numbers (*ʿadad*) and the nouns they quantify (*maʿdud*). Arabic numbers follow complex agreement rules depending on whether the noun is masculine or feminine, singular or plural, and depending on the range of the number itself. A clear example can be seen in Data 12: هناك خمسة بحور متنوع، where the adjective متنوع appears in the singular form, whereas the noun بحور is a broken plural. Proper agreement would require متنوعة to reflect the gender and number of the noun it modifies. This kind of error not only indicates a gap in morphological understanding but also illustrates how number rules, which are semantically governed, are closely tied to syntactic accuracy.

Verb usage also contributes to a significant proportion of the identified errors. Mistakes in this domain include incorrect tense selection, inappropriate conjugation forms, and violations of subject-verb agreement. For example, Data 23: يبدأ البحث الذي أجراه الباحثون demonstrates a misalignment between subject and verb. The verb phrase أجراه الباحثون implies that multiple researchers conducted the study, yet the noun البحث (research) is singular and does not logically fit with a plural verb subject. This kind of discrepancy suggests a misunderstanding of verb morphology and the syntactic rules governing who or what is performing the action within the sentence.

Another notable issue is the lack of proper agreement between the *mubtada'* (subject) and the *khabar* (predicate), which results in structurally incomplete or semantically confusing statements. In Data 9: الهدف لهذا البحث هي لمعرفة تغيير العروض، the predicate هي does not correspond in number

and gender with the subject *الهدف*, which is singular and masculine. The appropriate form should have been *هو*. Such errors highlight how syntactic control over sentence elements remains a challenge for many students, especially in formal academic compositions such as thesis abstracts.

Overall, this study identified 32 instances of morphological and syntactic errors, demonstrating a persistent need for improvement in the students' grammatical competence. These errors, though varied in form, point to a deeper issue: the lack of integrated understanding between morphology and syntax. Given that Arabic grammar operates holistically, mistakes in one area cannot be corrected without a sound grasp of the other. Therefore, these findings emphasize the necessity of reinforcing comprehensive and contextualized instruction in Arabic grammar. Students should be guided not only through isolated grammar drills but also through the application of grammatical principles in extended academic writing. Special attention must be given to the editing and revising stages of thesis writing, ensuring that abstracts—often the first section reviewed by readers and examiners—reflect both grammatical precision and academic clarity.

### **Syntactic and Semantic Errors in Undergraduate Thesis Abstracts**

Syntactic and semantic errors are two linguistic aspects that frequently appear in academic writing, particularly in students' thesis abstracts. Syntactic errors pertain to the incorrect structure of sentences that deviate from grammatical rules, such as misplacement of subject and predicate, improper use of conjunctions, or illogical word order. Semantic errors, on the other hand, are related to unclear meanings, ambiguity, or deviations in meaning caused by inaccurate word choice or confusing sentence construction.

The analysis of thesis abstracts reveals that many semantic errors stem from weak mastery of Arabic syntactic structures. For example, in the sentence "*ليست جميعا استجابات المستخدمين للإنترنت*" (Data 9), there is a misapplication of negation and adjective agreement, which results in a sentence that lacks semantic clarity. A similar error appears in "*الطريقة المستخدمة في هذه البحث*" (Data 29), where there is a gender mismatch between the demonstrative pronoun *هذه* (feminine) and the noun *بحث* (masculine), disrupting the intended meaning.

Another example can be seen in "*يكون الصراع الذين تذوقه الشخصية الرئيسية*" (Data 60), where the relative pronoun *الذين*, typically used for masculine plural, is incorrectly used with the singular noun *الصراع*. This sentence is not only syntactically flawed but also semantically incoherent. In "*ويؤثر*" (Data 36), the structure and adjective use are inaccurate, leading to semantic distortion. Similarly, in "*قصة المصورة هو عمل أديب مصور فريد*" (Data 25), the disagreement between the feminine noun *قصة* and the masculine pronoun *هو* results in both syntactic and semantic dissonance.

These findings suggest that syntactic errors are closely intertwined with semantic ones, as incorrect sentence structures often result in meaning distortion or ambiguity. In the context of abstracts—which must be concise, precise, and informative—such errors significantly undermine the academic quality of the writing. When a sentence lacks a clear predicate or includes a verb that does not align with the subject, the core message becomes fragmented and difficult to comprehend.

This study identified 17 instances categorized as syntactic and semantic errors. This number indicates that linguistic issues in abstract writing remain prevalent and warrant serious attention. Therefore, enhancing students' mastery of both syntax and semantics is crucial in Arabic language education at the tertiary level. Students should not only be taught formal grammatical structures but also be trained to produce meaningful and contextually appropriate academic Arabic. In doing

so, the overall quality of their scholarly writing—particularly in abstract sections—can be significantly improved.

### **An In-Depth Analysis of the Causes of Linguistic Errors in Students' Arabic Thesis Abstracts**

To explore the underlying causes of linguistic errors commonly found in students' Arabic thesis abstracts, the researcher conducted an exploratory investigation by reaching out to two randomly selected students and conducting structured interviews via online platforms. The results of these interviews revealed three primary factors contributing to the recurring language issues, each of which reflects broader pedagogical and linguistic challenges in Arabic academic writing.

The first and most significant cause identified is the insufficient mastery of Arabic linguistic rules, particularly in the domains of orthography and grammar. This includes frequent errors in the correct application of **hamzah** (glottal stop) rules as well as mistakes in **nahwu** (syntax) and **şarf** (morphology). These errors indicate that many students have not internalized the foundational grammatical principles of the Arabic language, resulting in structurally incorrect and semantically confusing expressions. For instance, incorrect verb conjugation, the omission of syntactic components such as **khabar** (predicate), or the misuse of nominal and verbal sentence structures often obscure the intended meaning of the abstract and undermine the clarity of academic communication.

The second contributing factor pertains to students' limited Arabic vocabulary (*mufradāt*). Many students struggle to express complex academic ideas due to a lack of lexical resources, which leads them to resort to online translation tools or digital language support systems. Although such tools can be helpful, the absence of post-translation editing and linguistic verification often results in awkward, inaccurate, or non-standard phrasing. These automated translations frequently fail to capture context-specific nuances, leading to semantic ambiguities or distortions in meaning. The overreliance on technology, without proper linguistic oversight, thus becomes a barrier rather than a bridge to effective academic expression in Arabic.

The third factor is the lack of consistent and constructive academic supervision during the thesis-writing process. The findings suggest that some supervisors or faculty members do not actively participate in the linguistic revision or detailed feedback of students' abstracts, thereby allowing persistent errors to go uncorrected. This limited engagement may stem from time constraints, heavy workloads, or an undervaluation of linguistic precision in favor of content quality. However, in the context of Arabic academic writing, linguistic accuracy is not merely a supplementary concern but a fundamental criterion of scholarly rigor. Without adequate support in this regard, students may unknowingly submit theses that fail to meet the expected linguistic and academic standards.

In conclusion, the presence of linguistic errors in students' Arabic abstracts cannot be attributed solely to individual negligence or carelessness. Rather, it reflects a combination of insufficient grammatical training, inadequate vocabulary acquisition, overdependence on technology without critical review, and a lack of institutional support through academic mentoring. Addressing these issues requires an integrated approach that includes enhanced Arabic language instruction, personalized vocabulary development, proper training in editing and proofreading, and a stronger commitment from supervisors to guide students not only in research content but also in academic language use.



## CONCLUSION

This study investigated linguistic errors found in the abstracts of undergraduate theses written by students in the Arabic Language Education Program. Based on an analysis of 50 theses, 25 were identified to contain language-related errors, with a total of 60 errors recorded. These errors were classified into three main categories: phonological and morphological errors, morphological and syntactic errors, and syntactic and semantic errors. Each category reflects various types of inaccuracies in word and sentence structure, which ultimately affect the clarity and accuracy of meaning in academic texts.

Phonologically, the most frequent error was incorrect usage of *hamzah*, indicating a lack of adherence to Arabic orthographic rules (*imlā'*). In terms of morphology and syntax, there were numerous inconsistencies in word forms, phrase structures, and sentence constructions, including errors in verb and noun morphology (*fi'l* and *ism*), incorrect grammatical case endings (*i'rāb*), and the absence of essential sentence components such as the *mubtada'* and *khobar*. Semantically, errors in structure and word choice resulted in ambiguous, illogical, or incomprehensible meanings.

The study further identified three primary causes of these linguistic errors. First, students demonstrated limited mastery of Arabic linguistic rules, particularly in grammar (*nahw*) and morphology (*ṣarf*), as well as in orthography. Second, students' lack of vocabulary led them to rely heavily on technological translation tools, which often produced inaccurate renderings and were rarely subject to post-editing. Third, there was a lack of active participation from academic supervisors in providing feedback and correction on the language aspects of students' theses.

In conclusion, the linguistic errors found in the students' abstracts are not merely individual shortcomings but also point to systemic issues in academic instruction and supervision. Therefore, enhancing the quality of Arabic academic writing instruction, providing targeted training in scientific writing, and encouraging more active engagement from supervisors in reviewing linguistic accuracy are strategic measures that must be taken to improve the overall quality of student research output.

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