



Analysis on the Interference of Indonesian Morphology in the Translation of Classical Arabic Texts

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Abstract

This study analyzes the phenomenon of morphological interference from Indonesian in the translation of Classical Arabic texts. It examines how Indonesian morphological structures, such as affixation, compounding, and reduplication, affect meaning transfer and grammatical equivalence in Arabic-Indonesian translation. Using a descriptive-analytical approach, the study synthesizes findings from previous research on morphological transfer, interference, and translation strategies in second-language contexts. The results show that learners often unconsciously apply Indonesian morphological patterns during translation, causing mistranslation, redundancy, or distortion of Arabic word forms. These findings indicate that interference arises not only from linguistic differences between Arabic and Indonesian but also from cognitive and cultural factors influencing the translation process. The study concludes that integrating contrastive and contextual approaches in Arabic morphology and translation pedagogy can reduce interference and enhance students' linguistic awareness and translation accuracy.

.Keywords: Morphological interference, Classic Arabic Text, Translation

تحليل التداخل الصرفي للغة الإندونيسية في ترجمة النصوص العربية الكلاسيكية

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الملخص

تهدف هذه الدراسة إلى تحليل ظاهرة التداخل الصرفي للغة الإندونيسية في ترجمة النصوص العربية الكلاسيكية. وتتناول أثر البنية الصرفية الإندونيسية مثل الاشتقاق، والتركيب، والتكرار في نقل المعنى وتحقيق التكافؤ النحوي في الترجمة من العربية إلى الإندونيسية. تستخدم هذه الدراسة المنهج التحليلي الوصفي من خلال تحليل نتائج الدراسات السابقة المتعلقة بالتحويل الصرفي والتداخل واستراتيجية الترجمة في سياق تعلم اللغة العربية كلغة ثانية. ومن أهم النتائج هي أن المتعلمين غالباً ما يطبقون أنماطاً صرفية إندونيسية دون وعي أثناء الترجمة، مما يؤدي إلى أخطاء في المعنى أو التكرار أو تشويه الصيغ الصرفية العربية. وتشير النتائج إلى أن التداخل لا ينشأ فقط من الفروق اللغوية بين العربية والإندونيسية، بل يتأثر أيضاً بعوامل معرفية وثقافية. وتخلص الدراسة إلى أن دمج المنهج المقارن والساق في تدريس الصرف والترجمة العربية يساهم في الحد من التداخل وتحسين الوعي اللغوي ودقة الترجمة لدى الطلاب.

كلمات أساسية: التداخل الصرفي، العربية الكلاسيكية، الترجمة، تعليم الترجمة

Introduction

The translation of classical Arabic texts (*Turāth*) into Indonesian presents a unique linguistic and cognitive challenge due to the fundamental structural differences between the two languages. Arabic, with its root and patterns morphological system, contrast sharply with the agglutinative nature of Indonesian morphology, which relies heavily on affixation and reduplication. This disparity often results in morphological interference, where Indonesian learners unintentionally apply native morphological logic during the

comprehension or translation of Arabic texts. Such interference can distort meaning, alter grammatical relations, and reduce translation accuracy. Understanding this phenomenon is crucial for advancing Arabic translation pedagogy and for improving learners' awareness of linguistic contrasts between the two languages.

Several studies have examined linguistic interference and morphological transfer in Arabic contexts. Yuslizar and Arifa found that structural similarities between Indonesian and Arabic nouns lead frequent overgeneralization in derivational usage.¹ Almurashi discussed the influence of learners' first-language morphology on Arabic syntactic processing,² while Muassomah analyzed the impact of bilingualism on Arabic text interpretation.³ In a related context, Akmalul Mubarok and Solehudin & Arisandi explored translation errors arising from morphological mismatches between Arabic and Indonesian. Additionally,⁴ Muid highlighted how derivational misunderstanding hinders semantic precision in translation.⁶ Collectively, these studies provide valuable insights into interference phenomena in language learning and translation, yet most focus primarily on grammar or syntax rather than morphology itself.

In addition to studies focusing on linguistic interference,

¹ Firsya Afra Yuslizar and Zakiyah Arifa, 'Interferensi Morfologi Dan Sintaksis Bahasa Indonesia Dalam Berbicara Bahasa Arab Komunitas Al-Kindy Uin Malang', *Lisanul Arab: Journal of Arabic Learning and Teaching*, 10.2 (2021), pp. 1–11, doi:10.15294/la.v10i2.51931.

² Wael Almurashi, 'Exploring the Lexical Influence of Arabic on Bahasa Indonesia: Phonetically Transcribed', 8.4 (2024), pp. 20–30.

³ Muassomah Muassomah B, Arief Rahman Hakim, and Eva Laily Salsabila, *Arabic Learning Challenges Student Experiences in Islamic Higher Education* (Atlantis Press SARL, 2023), doi:10.2991/978-2-38476-002-2.

⁴ Akmalul Mubarok, *Tadakkhul Annahwi Al Indunisiyy Fi Al Muhadatsah Al Arabiyyah Al Yaumiyyah Li Thullab Al Ma'had Al Asrii Dar Al Hikmah Tulung Agung*, 2024.

⁵ Muhamad Solehudin and Yusuf Arisandi, 'Al- Ta ' Rib Language Interference in Arabic Learning : A Case Study of Islamic Boarding Schools in Indonesia', 2.2 (2024), pp. 423–38.

⁶ Abdul Muid, Salman Jufri, and Salman Hasani, 'The Impact of Jambi Malay Interference on Arabic Language Students in Indonesia', 2023.

previous translation research in Arabic-Indonesian contexts has explored various approaches to improving translation accuracy and comprehension. For example, Madjid highlighted the complexity of transferring stylistic and semantic nuances between Arabic and Indonesian.⁷ This study emphasized that beyond grammatical equivalence, cultural and contextual meaning plays a critical role in maintaining translation accuracy. Similarly, Samsul Bahri and Madjid demonstrated a pedagogical approach that integrates grammatical awareness with contextual understanding.⁸ These studies collectively indicate that translation challenges are multifaceted, involving both linguistic and pedagogical dimensions, yet few have examined interference phenomena from a morphological perspective.

Despite the growing body of research on linguistic interference, relatively few studies have addressed morphological interference specifically within the context of classical Arabic text translation. Most previous works have explored interference in spoken or written production, rather than its cognitive and interpretative manifestations during the translation process. Therefore, there remains a significant gap in understanding how Indonesian morphological patterns influence students' translation of Arabic morphological structures, particularly when dealing with root-based word formation and derivational meaning in classical texts. While prior research such as Madjid and Bahri has provided valuable insights into translation accuracy and pedagogical strategies, these studies primarily address semantic and instructional dimensions of translation rather than the structural or

⁷ Muh. Naim Madjid, 'Translation Analysis of Figurative Language in the Novel of Khān Al- Khalīlī By Naguib Mahfouz', *Global Journal Al-Thaqafah*, 11.2 (2021), doi:10.7187/gjat122021-2.

⁸ Muh. Syifa Amin Widigdo Samsul Bahri, Muh. Naim Madjid, 'Strategi Pembelajaran Terjemahan Al-Quran Dengan Pendekatan Metode Tamyiz Pada Santri MBS Pleret', *G-COUNS: Jurnal Bimbingan Dan Konseling*, 7.3 (2023), pp. 730–38.

morphological mechanisms underlying interference.^{9,10} Therefore, this study contributes by focusing specifically on morphological interference within the translation of classical Arabic texts, bridging the gap between linguistic theory and pedagogical practice in Arabic-Indonesian translation

The present study aims to analyze the phenomenon of morphological interference from the Indonesian language in the translation of classical Arabic texts. It investigates how morphological forms such as affixation, compounding, and reduplication influence the accuracy of meaning transfer and grammatical equivalence during translation. The study employs a descriptive-analytical approach through synthesis of prior research findings related to morphological transfer, interference, and translation strategies. This research contributes both theoretically and pedagogically by (1) reinforcing Selinker's 1972 Interlanguage theory through the context of Arabic-Indonesian translation, and (2) offering a contrastive, context-based framework for teaching Arabic morphology and translation, which can enhance learners' linguistic awareness and minimize interference.

Concept and Theoretical Framework

Language interference is a natural phenomenon in second language acquisition, occurring when elements of a learners' first language (L1) are unconsciously transferred into the target language (L2). According to Kim & Clariana, such interference reflects bilingual cognitive processing, in which the structural patterns of L1 influence L2 usage.¹¹ Within the context of Arabic learning among Indonesian

⁹ Muh Naim Madjid, 'Translation Analysis of Figurative Language in the Novel of Khān Al - Khalīlī By Naguib Mahfouz', no. May (2025), doi:10.7187/GJAT122021-2.

¹⁰ Muh. Syifa Amin Widigdo Samsul Bahri, Muh. Naim Madjid, 'Strategi Pembelajaran Terjemahan Al-Quran Dengan Pendekatan Metode Tamyiz Pada Santri MBS Pleret', *G-COUNS: Jurnal Bimbingan Dan Konseling*, 7.3 (2023), pp. 730–38.

¹¹ Everlyne Nyambura Kimani, 'Automated Interventions for Public Speaking Anxiety' (Northeastern University, 2021), doi:10.17760/D20439207.

students, morphological interference becomes particularly evident due to the fundamental typological differences between the two languages. Indonesian is an agglutinative language that constructs grammatical meaning through affixation, prefixes, infixes, and suffixes while Arabic is derivational, relying on root (*jidhr*) and pattern (*wazan*) systems to generate lexical and grammatical meaning. This disparity often leads learners to apply Indonesian morphological logic when interpreting Arabic word structures, resulting in misanalysis of forms such as *ism fa'il* (active participle) or *ism maf'ul* (passive participle).

In the field of translation, morphological interference manifests as one of the main causes of error in rendering Arabic texts into Indonesian. As Catford defines translation as the replacement of textual material in one language with its equivalent in another, successful translation requires both structural and semantic equivalence.¹² However, Arabic's dense and layered morphology poses challenges for achieving such equivalence, especially in classical texts (Turāth), where a single root pattern can generate multiple semantic nuances. Indonesian learners frequently produce translation errors such as redundancy or meaning distortion by imposing affixation or reduplication patterns typical of Indonesian on Arabic word forms. Newmark emphasizes that such errors are rooted in L1 interference during the cognitive process of translation.¹³

Theoretically, this study is grounded in Selinker's interlanguage Theory, which posits that second language learners operate within an intermediate linguistic system influenced by their native language.¹⁴ It also draws on the contrastive Analysis Hypothesis from Lalu Muhammad & Muhsinin, which highlights that understanding structural differences

¹² J. Catford, 'A Linguistic Theory of Translation: An Essay in Applied Linguistics. London: Oxford University Press.', 1965, p. 1.

¹³ Peter Newmark, *A Textbook of Translation*, P. (1988). *A Textbook of Translation*. In *Text. Book of Translation, Text*, 1988.

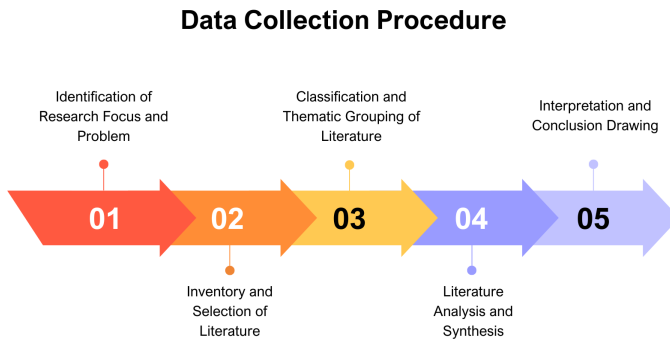
¹⁴ Larry Selinker, 'Interlanguage', *Selinker's Interlanguage Theory*, 1 (1972), p. 4.

between languages can help predict and minimize interference.¹⁵ Together, these frameworks provide the foundation for analyzing how Indonesian morphological patterns affect translation accuracy and for developing pedagogical strategies that foster morphological awareness and linguistic autonomy in translating classical Arabic texts.

Method

This study adopted a descriptive qualitative design employing a literature review method. This approach was selected because the research data were derived entirely from documentary and conceptual sources, including books, including scholarly journals, books, and academic articles that discuss morphological interference and the translation of classical Arabic texts. The selection of this qualitative-descriptive design was appropriate since it enabled an in-depth conceptual exploration of morphological interference without relying on empirical observation.

Fig 1. Data collection and analysis procedure of the study



¹⁵ Lalu Muhammad Arifrabani and Muhsinin, 'Analisis Kontrastif Pembentukan Verba Bahasa Arab Dan Indonesia Serta Implikasinya Dalam Pembelajaran Bahasa Arab', *BLAZE : Jurnal Bahasa Dan Sastra Dalam Pendidikan Linguistik Dan Pengembangan*, 1.4 (2023), pp. 140–55, doi:10.59841/blaze.v1i4.684.

The data corpus in this study consisted academic literature closely related to the research topic, encompassing (1) theories of language and morphological interference, (2) previous studies on the translation of classical Arabic texts, and (3) linguistic analyses of Arabic and Indonesian morphological structures. The literature selected was published between 2015-2025 and indexed in reputable academic databases. This criterion ensured the credibility and scientific relevance of the analyzed materials. The process of data collection and analysis followed five systematic stages:

1. Identification of the research focus and problem: defining the core linguistic issues based on a preliminary literature screening and identifying research gaps.
2. Inventory and selection of literature: Collecting relevant and credible academic sources in line with the study's objectives.
3. Classification and categorization: organizing selected works into major thematic clusters, including interference, morphology, and translation.
4. Analysis and synthesis: conducting a critical content analysis to identify conceptual interrelationships and theoretical convergence.
5. Interpretation and conceptual integration: interpreting synthesized findings to construct a coherent theoretical understanding of morphological interference.

This methodological framework ensured analytical rigor and allowed for replicability, enabling other researchers to follow identical stages of literature selection, thematic categorization, and conceptual synthesis. Through this method, the study systematically examined how Indonesian morphological structures influence the process of translating and interpreting classical Arabic texts.

Result and Discussion

Morphological Interference in Arabic Indonesian Translation

Previous studies have consistently revealed that morphological interference is a recurring phenomenon in the process of acquiring, translating, and comprehending Arabic among Indonesian speakers. This interference primarily arises from the fundamental differences between the derivational morphological system of Arabic and the agglutinative system of Indonesian. Several studies, including those conducted by researchers from UIN Malang and UNJ, showed that Arabic learners tend to transfer word formation patterns and morphemic structures from their native language into Arabic translation.¹⁶¹⁷

These findings indicate that interference is not purely linguistic but also cognitive and pedagogical, emerging from learners' compensatory strategies when facing limitations in vocabulary or insufficient mastery of Arabic morphology. Consequently, investigating morphological interference is essential for understanding the specific challenges students encounter in accurately interpreting classical Arabic texts. This study aimed to substantiate this phenomenon through a comprehensive literature analysis, focusing specifically on text comprehension within the translation process rather than on productive skills such as speaking or writing, which have been the main focus of previous studies.

Types of Morphological Interference Identified

The literature analysis identified three main categories of morphological interference: (1) Word formation that does not conform

¹⁶ Firsya Afra Yuslizar and Zakiyah Arifa, 'Interferensi Morfologi Dan Sintaksis Bahasa Indonesia Dalam Berbicara Bahasa Arab Komunitas Al-Kindy Uin Malang', *Lisanul Arab: Journal of Arabic Learning and Teaching*, 10.2 (2021), pp. 1–11, doi:10.15294/la.v10i2.51931.

¹⁷ Puti Zulharby, Zainal Rafli, and Samsi Setiadi, 'Interferensi Morfologi Bahasa Pertama Terhadap Keterampilan Berbicara Bahasa Arab', *Diglosia: Jurnal Kajian Bahasa, Sastra, Dan Pengajarannya*, 5.4 (2022), pp. 749–62, doi:10.30872/diglosia.v5i4.510.

to Arabic morphological rules, (2) compounding or word combinations that follow Indonesian structural patterns, and (3) reduplication, a morphological process characteristic of Indonesian but absent in the Arabic.

A study conducted at UIN Malang reported that 43% of interference cases involved reduplication, 32% involved the formation of new words, and 22% resulted from variations in word pattern construction.¹⁸ Similarly, UNJ found that students frequently exhibited morphological interference when forming verbs and nouns, primarily due to differences in derivational morphology between the two languages.¹⁹

Furthermore, research analyzing machine translation outputs, specifically ChatGPT and Google Translate, revealed a comparable pattern of morphological errors.^{20,21} These systems often failed to identify accurate morphemic structures, resulting in errors such as translating verbs as nouns or adding morphemes nonexistent in the source language. The evidence demonstrates that morphological interference is not limited to human language learners but also represents a systematic linguistic challenge arising from the incompatibility between grammatical systems of Arabic and Indonesian.

¹⁸ Firsya Afra Yuslizar and Zakiyah Arifa, 'Interferensi Morfologi Dan Sintaksis Bahasa Indonesia Dalam Berbicara Bahasa Arab Komunitas Al-Kindy Uin Malang', *Lisanul Arab: Journal of Arabic Learning and Teaching*, 10.2 (2021), pp. 1–11, doi:10.15294/la.v10i2.51931.

¹⁹ Puti Zulharby, Zainal Rafli, and Samsi Setiadi, 'Interferensi Morfologi Bahasa Pertama Terhadap Keterampilan Berbicara Bahasa Arab', *Diglosia: Jurnal Kajian Bahasa, Sastra, Dan Pengajarannya*, 5.4 (2022), pp. 749–62, doi:10.30872/diglosia.v5i4.510.

²⁰ Abdul Ruhmadi and Mohamad Zaka Al Farisi, 'Analisis Kesalahan Morfologi Penerjemahan Arab–Indonesia Pada ChatGPT', *Aphorisme: Journal of Arabic Language, Literature, and Education*, 4.1 (2023), pp. 55–75, doi:10.37680/aphorisme.v4i1.3148.

²¹ Aulia Marhamah and others, 'ANALISIS KESALAHAN LINGUISTIK DALAM PENERJEMAHAN TEKS BAHASA ARAB PADA GOOGLE TRANSLATE', 07.01 (2025), pp. 122–36.

Factors Influencing Morphological Interference

The causes of morphological interference can be examined from both linguistic and non-linguistic perspectives. Linguistically, interference arises primarily from the differences in word formation systems between Arabic and Indonesian. Arabic employs a derivational root and pattern system, whereas Indonesian constructs words through affixation and reduplication. These fundamental differences often lead students to interpret Arabic word forms through the lens of Indonesian morphological logic.

Other contributing factors include bilingualism and limited lexical mastery. Studies conducted at UIN Malang and UNJ confirmed that students who continue to rely on their first language structures are more susceptible to interference when comprehending or translating Arabic texts.^{22,23} Additionally, motivational and psychological factors play an important role, as learners tend to retain linguistic patterns that are cognitively easier to process.

Supporting evidence from machine translation research, such as ChatGPT and Google Translate, further reinforces this view.^{24,25} Morphological errors detected in these automated systems illustrate that interference can also stem from limitations in semantic and syntactic mapping between languages. Consequently, both human

²² Firsya Afra Yuslizar and Zakiyah Arifa, 'Interferensi Morfologi Dan Sintaksis Bahasa Indonesia Dalam Berbicara Bahasa Arab Komunitas Al-Kindy Uin Malang', *Lisanul Arab: Journal of Arabic Learning and Teaching*, 10.2 (2021), pp. 1–11, doi:10.15294/la.v10i2.51931.

²³ Puti Zulharby, Zainal Rafli, and Samsi Setiadi, 'Interferensi Morfologi Bahasa Pertama Terhadap Keterampilan Berbicara Bahasa Arab', *Diglosia: Jurnal Kajian Bahasa, Sastra, Dan Pengajarannya*, 5.4 (2022), pp. 749–62, doi:10.30872/diglosia.v5i4.510.

²⁴ Abdul Ruhmadi and Mohamad Zaka Al Farisi, 'Analisis Kesalahan Morfologi Penerjemahan Arab–Indonesia Pada ChatGPT', *Aphorisme: Journal of Arabic Language, Literature, and Education*, 4.1 (2023), pp. 55–75, doi:10.37680/aphorisme.v4i1.3148.

²⁵ Aulia Marhamah and others, 'ANALISIS KESALAHAN LINGUISTIK DALAM PENERJEMAHAN TEKS BAHASA ARAB PADA GOOGLE TRANSLATE', 07.01 (2025), pp. 122–36.

learners and artificial translation systems face a similar challenge, the inherent complexity of Arabic morphology, which resists direct equivalence with Indonesian grammatical structures.

Table 1. Types of Morphological Interference Found in Previous Studies

Category Interference	UIN Malang ²⁶	UNJ ²⁷	ChatGPT ²⁸	Google Translate ²⁹
Word formation that does not conform to Arabic morphological rules	Students created incorrect derivations (e.g., forming nouns from verbs without proper <i>wazan</i>); confusion between <i>ism fa'il</i> and <i>ism maf'ul</i> forms	Common errors in derivational morphology, particularly verb–noun conversion	Incorrect root selection and derivation, producing non-existent Arabic words or distorted meanings	Machine generated invalid derivations (e.g., “فهمت” rendered as nominal form “الفهم” in wrong context)

²⁶ Firsya Afra Yuslizar and Zakiyah Arifa, ‘Interferensi Morfologi Dan Sintaksis Bahasa Indonesia Dalam Berbicara Bahasa Arab Komunitas Al-Kindy Uin Malang’, *Lisanul Arab: Journal of Arabic Learning and Teaching*, 10.2 (2021), pp. 1–11, doi:10.15294/la.v10i2.51931.

²⁷ Puti Zulharby, Zainal Rafli, and Samsi Setiadi, ‘Interferensi Morfologi Bahasa Pertama Terhadap Keterampilan Berbicara Bahasa Arab’, *Diglosia: Jurnal Kajian Bahasa, Sastra, Dan Pengajarannya*, 5.4 (2022), pp. 749–62, doi:10.30872/diglosia.v5i4.510.

²⁸ Abdul Ruhmadi and Mohamad Zaka Al Farisi, ‘Analisis Kesalahan Morfologi Penerjemahan Arab–Indonesia Pada ChatGPT’, *Aphorisme: Journal of Arabic Language, Literature, and Education*, 4.1 (2023), pp. 55–75, doi:10.37680/aphorisme.v4i1.3148.

²⁹ Aulia Marhamah and others, ‘ANALISIS KESALAHAN LINGUISTIK DALAM PENERJEMAHAN TEKS BAHASA ARAB PADA GOOGLE TRANSLATE’, 07.01 (2025), pp. 122–36.

Compounding or word combinations following Indonesian structure	Students combined two Arabic words to imitate Indonesian nominal compounds	Word compounding using Indonesian syntax patterns (e.g., “بيت كبير” translated as “rumah besar” but misused in reverse)	Phrase order follows Indonesian word logic, resulting in unnatural Arabic phrasing	Phrase-level compounds follow Indonesian linear order, losing Arabic syntactic agreement
	Reduplication (not recognized in Arabic system)	Some learners applied Indonesian reduplication logic to emphasize meaning (e.g., “كثير كثير”)	Reduplication used to intensify meaning as in Indonesian morphology	Morphological repetition detected (e.g., repeating same morpheme for plural emphasis)
Translation level impacts		Inaccurate grammatical function recognition in Arabic sentences	Similar semantic distortion due to morphological	Wrong morphological mapping caused mistranslation (verb→noun,

Implications for Translation Accuracy

Morphological interference has a direct impact on the accuracy of understanding and translating Arabic texts into Indonesian. Studies by Alluhaybi and Kusuma & Yulia showed that morphological errors often result in semantic distortion, particularly in verbs and plural forms, which possess distinct syntactic functions in Arabic.^{30,31} In the

³⁰ Maram Alluhaybi, ‘Lost in Translation : Error Analysis of Texts Translated from Arabic into English by Saudi Translators’, 2024.November (2024), pp. 1–8, doi:10.3389/educ.2024.1428690.

³¹ Eka Dian Kusuma and Fatma Yulia, ‘ANALYSIS OF ARABIC - INDONESIAN TRANSLATION ERRORS ON GOOGLE TRANSLATE’, 5.2 (2023), pp. 1–13, doi:10.37680/scaffolding.v5i1.2722.

context of translating religious texts such as the Qur'an, inaccurate morphological rendering can significantly alter the spiritual and theological meanings conveyed in the verses.

Research on the application of machine translation system also supports these findings. For instance, Megarezky & Zhang found that both language and non-language students expressed positive perceptions toward machine translation tools.³²³³ However, persistent errors were observed at the morphological and syntactic levels. This suggests that interference continues to impede text comprehension even when technological aids are utilized.

Within the context of Arabic language learning, morphological interference also influences overall language proficiency. Students who rely on Indonesian morphological logic in interpreting Arabic texts tend to experience difficulties in naturally internalizing Arabic word formation rules. Nevertheless, this phenomenon may also serve as a constructive challenge, prompting learners to reassess their learning strategies and enhance their metalinguistic awareness of Arabic morphological structures.

Theoretical and Pedagogical Implication

Theoretically, findings from various studies confirm that morphological interference is a universal phenomenon in second language acquisition. Empirical evidence highlighting morphological errors in spoken, written, and machine translation contexts reinforces Selinker's interlanguage theory, which posits that a learner's linguistic system operates within an intermediate stage between the first and target languages.³⁴

³² Universitas Megarezky, 'Students' Perceptions of Using Machine Translation Tools In the EFL Classroom', 5 (2020), pp. 230–41.

³³ Jia Zhang, 'Exploring Undergraduate Translation Students' Perceptions towards Machine Translation: A Qualitative Questionnaire Survey', 2 (2023), pp. 1–10.

³⁴ Larry Selinker, 'Interlanguage', *Selinker's Interlanguage Theory*, 1 (1972), p. 4.

From a pedagogical perspective, the synthesis of these findings underscores the need for contextual and contrastive approaches in teaching Arabic morphology. effective strategies include: (1) direct comparison between Arabic derivational patterns and the Indonesian affixation system, (2) analytical training in word formation through classical Arabic texts to foster morphological awareness, and (3) the integration of contextual translation practices that emphasize meaning comprehension rather than mere grammatical accuracy.

By implementing these strategies, instructors can help learners minimize first-language interference and enhance their ability to interpret classical Arabic texts more accurately and deeply. Overall, these findings highlight that morphological interference not only constrains linguistic accuracy but also reflects deeper cognitive and pedagogical processes in second language learning. Addressing these issues is therefore essential for improving Arabic translation pedagogy and fostering higher linguistic awareness among Indonesian learners.

Study Limitation

This study is limited by its reliance on a qualitative, literature-based design that does not incorporate empirical classroom data or direct analysis of students' translation output. As a result, the conclusions remain conceptual and have not been experimentally validated. Within its methodological scope, this study does not present primary data derived from classical Arabic texts in the title refers to the domain of translation as the contextual framework in which morphological interference occurs, rather than serving as a direct data source. Consequently, the conclusions remain conceptual in nature and should be interpreted within the boundaries of the study's theoretical and methodological scope.

Conclusion

This study underscores that Indonesian morphological interference in the translation of classical Arabic texts reflects a cognitive dimension of interlanguage development rather than a purely structural linguistic issue. The findings highlight the necessity of contrastive and text-based pedagogical approaches that enable learners to process Arabic derivational morphology independently from Indonesian morphological logic. By integrating reflective morphological awareness and contextual translation practice into Arabic translation instruction, educators may enhance learners' interpretative accuracy and linguistic autonomy, thereby contributing to the advancement of Arabic to Indonesian translation pedagogy.

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