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ANALYSIS OF TAJWEED ERRORS IN QURANIC RECITATION

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Abstract

The aim of this study is to identify the various types of tajweed errors made by students during Quran recitation. This study was carried out on 20 students who took the Tilawah Al-Quran (Quran Recitation) level 2 course as part of their first degree programme at the IIUM. Analysis of the errors was carried out on recordings of the respondents' recitation using a comprehensive set of instruments to identify the type and category of errors comitted. Only errors that occurred at least 1% percent of the time are taken into consideration in this analysis. As a result, a total of six elementary errors have been found. It is hoped that this study will pave the way for a more effective method of teaching the subject of Quranic Recitation which continues to focus on the practical aspects of tajweed knowledge.

Keywords: Error Analysis; Tajweed; Al-Quran; Quranic Recitation;

1. BACKGROUND

The Tilawah Division is a division under the supervision of the *Centre for Languages and Pre University Academic Development* (CELPAD), International Islamic University Malaysia (IIUM), responsible for the Quranic Recitation programme for IIUM students. This Quranic Recitation course offered by the Tilawah Division is a compulsory pass course to be taken by every IIUM student in order to graduate. There are three courses being offered by the Tilawah Division as follows: -

    1.   Basic Level (TQ 1000)

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      2.   Intermediate Level (TQ 2000)
      3.   First Degree Level (TQ 3000, TQ 3010, TQ 3020)

In this study the writer will focus on the Quranic recitation of level TQ 2000 students only. This course is compulsory for students not majoring in Islamic studies or Arabic.

2. PROBLEM STATEMENT

The problem of poor Quran recitation skills is often discussed by teachers and researchers in the field of Islamic education. Saidi Mohd (2007) states that students weakness in Quran reading has already become an issue in the field of Islamic education for some time, and is still unresolved. Despite various efforts and innovative methods proposed by educators and researchers, this problem has yet to be overcome completely and it is considered to be the root cause of for overall student weakness in the Islamic Education subject in schools. The answer to this problem could conceivably be found through knowing the various errors and mistakes made by students in Quran reading. In fact, many matters would be resolved after the various mistakes made by students have been identified and classified.

This researcher has decided to conduct a pilot study on this particular problem on level TQ 2000 students at IIUM. Through this study, the various errors and mistakes in Quranic recitation can be described in a more systematic manner, thus paving the way towards overcoming the problem of poor Quran recitation skills.

3. OBJECTIVES

The objectives of the study are as follows: -

1.   To devise a system to evaluate accurately the level of ability of Quranic recitation, especially among IIUM students.
2.   To classify the mistakes made by the students, which are the most common mistakes, and which are the infrequent ones.
3.   To develop a Quranic tajweed teaching guide going directly to the practical aspects of recitation, without burdening students with the theoretical elements of tajweed.

4. CONCEPTUAL FRAMEWORK

In order to obtain knowledge of the means to identify mistakes in Quranic recitation, a theory has been formulated based on the following source literature:-

Figure 1: Conceptual Framework
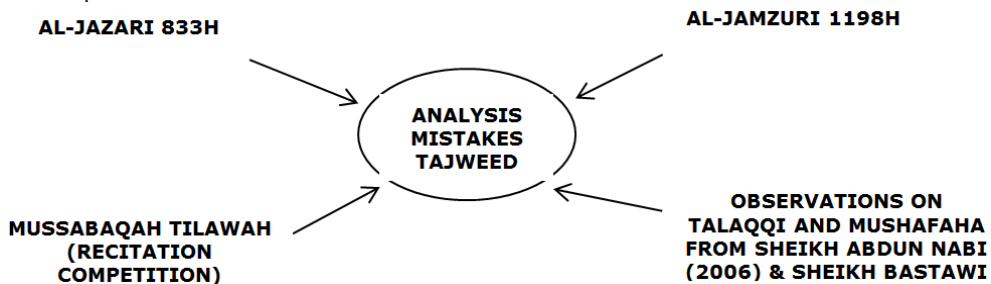
5. LITERATURE REVIEW

The writer has referred to the studies and writings of leading reciters throughout the ages. Among the writer's main sources are the writings of Al-Jazari (833H) and Al-Jamzuri (1198H) and other sources.

5.1. RULES OF TAJWEED ACCORDING TO AL-JAZARI (833H)

Al-Jazari (833H), through his verses, has clarified the Rules of Tajweed in the following areas: -
- Manner of correctly pronouncing the makhraj (articulation point) of a letter.
- Manner of corrcetly pronouncing the sifat (characteristic) of a letter.
- Errors in the implementation of al-Tarqeeq (thinning) and al-Tafkheem (thickening).
- Errors in the pronunciation of the letters ض and ظ during recitation.
- The Mutamathilan (Analogous Pair), Mutaqariban (Proximate Pair) and Mutajanisan (Homogeneous Pair)
- Pronunciation of al-Ghunnah (nasalization) and al-Izhar (without nasalization)
- Degrees of Lengthening - Mad (long) or Qasr (short).
- Manner of stopping (Waqaf) and restarting (Ibtida')
- Readings involving certain peculiarities of al-Rasm al-Uthmani, and
- Words which should be read in the manner of al-Raum or al-Ishmam.

5.2. RULES OF TAJWEED ACCORDING TO AL-JAMZURI (1198H)

Al-Jamzuri (1198H), through his verses, clarified the Rules of Tajweed in the following areas: -
- Rules of Nun Sakinah & Tanwin,
- Rules of the Doubled Nun & Mim,
- Rules of Mim Sakinah,
- Rules of Qamariyyah and Shamsiyyah,
- Mutamathilan, Mutaqariban, Mutajanisan,
- Rules of Mad Asli. (Natural Lengthening)
- Rules of Mad Fari'e (Secondary Lengthening) caused by hamzah
- Rules of Mad Al-Lazim (Compulsory Lengthening).
- Rules of Lengthening of Isolated Letters at the beginning of certain Suras.

5.3. SURVEY OF THE BOOK OF REGULATIONS OF THE (MALAYSIA ANNUAL) QURAN READING COMPETITION (1996-2006)

Among the sources which can be referred to for guidance for this study is the scoring guidelines for the jury at the annual national and international level Quran Reading Competitions. The Regulations, Terms and Scoring Guidelines for the National and International Level Quran Reading Competition cover the following categories: -

5.3.1. Matters which are considered in the Tajweed section (40 marks)
- the rules of nun and mim sakinah and tanwin
- the articulation point and characteristics of the letter
- the rule of doubled nun and mim
- the rules of ra and lam
- the rules of saktah (breathless pause), imalah and ibdal
- other rules of tajweed
- recitation according to the riwayah of Hafs by the way of al-Shatibi
- the rules of the mad asli (natural lengthening) and mad far'i (secondary lengthening)

- ability to render the riwayah perfectly
- ability to make uniform the length of madd
- ability to render the characteristic of ghunnah (nasalization) accurately
- accurate rendering of *wajh aula*
- perfect pronunciation of letters according to their characteristics

5.3.2. Matters which are considered in the Fasohah section (20 marks)
- lack of care in recitation
- lack of fluency in the articulation of letters, words and phrases
- lack of attention to vowel signs and doubling of letters
- error in *waqaf* (pausing) and *ibtida'* (starting)
- not paying due attention to the arrangement of verses
- lack of control of breathing during recitation
- reciting according to the Arabic *lahjah (accent)*
- careful and mindful (with *tadabbur.*) recitation
- recitation in keeping with the meaning of the verse.
- correct choice of *waqaf jibril* and *waqaf rumus*
- ability to recite a long verse in one breath

5.4. RESULT OF OBSERVATION SURVEY

The writer himself has endeavoured to learn Quranic recitation by way of *Talaqqi wa Musyafahah* with a direct line of transmission or *sanad* from *Al-Sheikh Muhammad Abdun Nabiy*, a lecturer in Qiraat science from Shubra, Egypt in 2004 and*Al-Sheikh Rif'at al-Bastayisiy* an expert in Qiraat from Tanta, Egypt in 2008, when both men were respectively resident in Malaysia.

6. RESEARCH DESIGN

The study was done quantitatively, involving 20 Level 2 students of the Tilawah al-Quran (Quranic Recitation) Course at the IIUM. The design of the study is as follows: -
A.   To construct an instrument to evaluate errors in Quranic recitation.
B.   To obtain samples of students' recitation.
C.   To analyse and evaluate the students' recitation.
D.   To make a summary of the types of errors in recitation.

7. DATA COLLECTION PROCEDURE

7.1. Selection of Verses for Recitation
The writer had to pick the most suitable verses for recitation - verses that would cover all the rules of tajweed for the purpose of evaluating the student's ability in tajweed. The total length of the verses chosen is equal to 2½ pages of *al-Quran Mushaf 'Uthmani* and the normal length of recitation of these verses is between 8 to 10 minutes. The verses chosen are: -
- Surah Maryam verses 1 to 7
- Surah al-An'am verses 73 to 81
- Surah al-Fiil verses 1 to 6
- Surah al-Kafirun verses 1 to 6
- Surah al-Lahab verses 1 to 5
- Surah al-Ikhlas verses 1 to 4

- Surah al-'Alaq verses 1 to 6

7.2. Recording the Recitation

The writer made video recordings of the recitations of 20 students from the course mentioned earlier. The recordings were made at the CELPAD Language Centre, IIUM, studio using their devices. The recordings were later copied into a VCD in order to facilitate the work of checking for mistakes in recitation.

7.3. Preparation of the Checklist Instrument

The writer had to prepare a list of all the rules of Quranic recitation and reproduce it in the form of a long checklist. As a result, a trial checklist set was created, as follows: -

1.	(Harf) Letter and (Shakl) Vowel Sign	4 items
2.	Waqf (Stopping) and Ibtida' (Starting)	6 items
3.	Makhraj (Articulation Point) and Sifat (Characteristic)	20 items
4.	Tarqiq (Thinness)/ Tafkhim (Thickness)	8 items
5.	Ghunnat (Nasalization)	21 items
6.	Mudood (Lengthening)	18 items
		Total **77 items**

7.4. Processing the Data

The writer had to give full attention to review one by one the errors detected when the recording of the student's recitation is played. The writer took on the average one hour to review every recording lasting approximately 8 minutes. Each recording has to be played several times in order to take note of every type of error heard.The data obtained are then reviewed and it was found that the instrument used had to be revised in order that the types of mistakes not found in the instrument could be categorized in a more systematic manner. The resultant refined data were then processed using Microsoft Excel 2003. The writer found that several types of errors occurred very infrequently, less than 1 percent (%) of the time, and decided that these categrories would be ignored in the process of analysis.

8. RESULTS OF THE RESEARCH

From the number of errors compiled, the following is the result of the analysis of the data from the study, arranged according to the number of errors found. Please look at the table below:-

Table 1: Category of Errors According to Percentage of Occurrence

Category of Errors	Errors	Percentage
1. Makhraj (Point of Articulation) and Sifat (Characteristic)	484	29%
2. Tafkhim (Thick) and Tarqiq (Thin)	379	23%
3. Ma'al Ghunnal (With Nasalization) and Bi La Ghunnah (Without Nasalization)	379	23%
4. Madd (Long) and Qasr (Short)	235	14%
5. Harf (Letter) and Shakl (Vowelling)	139	8%
6. Waqf (Stopping) and Ibtida' (Starting)	46	3%
Total	1662	100%

The detail review of tajweed errors analisis in the recitation of al-Quran is as follows:-

8.1. ERRORS OF PRONUNCIATION OF ARTICULATION POINTS AND CHARACTERISTICS OF LETTERS (29%)

Table 2: Category of pronunciation error relating to Articulation Point and Letter Characteristic

Types of Errors	Number of errors	%
Error in the pronunciation of the letters غ خ ع ح هـ ء	55	11
Error in the pronunciation of the letters ج ش ي/ ض	49	10
Error in the pronunciation of the letters ص ز س	5	1
Error in the pronunciation of the letters ت د ط	99	20
Error in the pronunciation of the letters ث ذ ظ	22	5
Error in the pronunciation of the letters ل ر ن	6	1
Error in pronouncing Hams or Jahr	48	10
Error in pronouncing Syiddah, Tawassut, Rakhawah	17	4
Error in pronouncing Itbaq or Infitah	21	4
Error in pronouncing Qalqolah	105	22
Error in pronouncing Sofir	3	1
Error in pronouncing Istitolah	25	5
Error in pronouncing Inhiraf	4	1
Error in pronouncing Lin	18	4
Error in pronouncing Ghunnah	4	1
Error in pronouncing Khafa'	3	1
Total	484	

Among the examples of Articulation Point and Letter Characteristic errors found: -

Sample Verse	Explanation of Error
وَهَنَ ٱلْعَظْمُ	Error because the tongue was not extruded in pronouncing the letter ظ.
إِذْ نَادَىٰ	Error on the letter ذ because the tongue was not extruded and error on the letter د because the tongue was not pressed to the base of the upper teeth.
فِي تَضْلِيلٍ	Two mistakes on the letter ض viz: error in not reproducing the characteristic of Istitolah and in not reproducing the characteristic of Shiddah.
وَتَبَّ	Error in not rendering Qalqolah Kubra when stopping on the doubled (*mushaddah*) letter ب.

8.2. ANALYSIS OF ERRORS OF THICKNESS AND THINNESS (23%)

Table 3: Errors in the pronunciation of Thick and Thin Letters (*Tarqiq / Tafkhim*)

Types of Errors	Number of errors	%
Thickening a letter of istifal	228	60
Thinning a letter of Isti'la'	45	12
Thickening the pronunciation of thin Ra	21	6
Thinning the pronunciation of thick Ra	83	22
Thinning the pronunciation of Lam Jalalah	2	1
Total	379	

Among the example of errors of pronouncing thick and thin letters found:

Sample Verse	Explanation of Error
رَءَا ٱلْقَمَرَ	Error in thickening the letter م which should be thin. This is due to the influence of adjacent letters ق and ر which are thick.
مَآ أَغْنَىٰ	Error in thinning the letter غ which should be thick.
وَأَرْسَلَ	Error in thinning the letter ر when it should be thick.
وَمِن شَرِّ	Error in thickeing the letter ر when it should be thin.

8.3. ANALYSIS OF ERRORS INVOLVING NASALIZATION (23%)

Table 4: Category of Errors in the pronunciation of Nasalization (*Ghunnat*)

Types of Errors	Number of errors	%
Failure to conceal the Nun in Ikhfa' Haqiqi	73	19
Failure to pronounce doubled Nun with nasalization the length of 2 vowels.	51	13
Failure to pronounce Ikhfa' Haqiqi with nasalization the length of 2 vowels.	45	12
Not consistent in executing the rules of nasalization	33	9
Failure to pronounce doubled Mim with nasalization the length of 2 vowels.	32	8
Error of thinning the nasalization when Nun meets an Isti'la' (thick) letter	32	8
Error of pronouncing with nasalization where there should not be nasalization.	25	7
Failure to conceal Mim in Ikhfa' Shafawi	22	6
Failure to nasalise Idgham ma'al Ghunnah the length of 2 vowels.	17	4
Failure to nasalise Ikhfa' Shafawi the length of 2 vowels.	12	3
Failure to assimilate the letters on Idgham ma'al Ghunnah	10	3
Error of thickening the nasalization when Nun meets a letter of Istifal.	9	2
Failure to conceal (ikhfa') Mim on Iqlab (Ikhfa' Majazi)	7	2
Failure to nasalise Iqlab the length of 2 vowels.	6	2
Error of pronouncing nasalization longer than 2 vowel lengths.	3	1
Failure to assimilate the letters on Idgham bi la Ghunnah	2	1
Total	379	

Among the errors found related to nasalization (or its absence) are:

Sample Verse	Explanation of Error
فَلَمَّا جَنَّ	Error of not making nasalization for doubled (mushaddah) نّ and مّ which must be nasalized for the duration of 2 vowel lengths.
إِن كُنتُمْ	Error of not concealing (ikhfa') نْ nun sakinah which must be pronounced concealed, and with a thin nasal sound for the length of two vowels.
أَشْرَكْتُم بِٱللَّه	Error of not concealing (ikhfa') مْ mim sakinah which must be pronounced concealed by keeping the lips slightly apart.
لَمْ نَجْعَل	Error of nasalizing مْ mim sakinah when it is inappropriate to do so, when the rule is *Izhar Shafawi*.

8.4. ANALYSIS OF ERRORS IN LENGTHENING (*MUDUD*) (14%)

Table 5: Category of Errors in Lengthening (*Mudud*)

Types of Errors	Number of errors	%
Lengthening more than the proper length.	49	21
Lengthening letters which should not be lengthened.	45	19
Mad Lazim Kalimi Musaqqal not lengthened to 6 vowel lengths	29	12
The duration of various *madd* sounds not regular or well-proportioned	25	11
Mad Munfasil not lengthened to 4 or 5 vowel lengths	23	10
Mad Muttasil not lengthened to 4 or 5 vowel lengths	16	7
Shortening letters which should be lengthened	14	6
Mad Lazim Harfi Mukhaffaf not lengthened to 6 vowel lengths	13	6
Mad Asli not lengthened to 2 vowel lengths	5	2
Mad Silah Kubra not lengthened to 4 or 5 vowel lengths	5	2
Mad Asli Harfi not lengthened to 2 vowel lengths	4	2
Mad Lazim Harfi Musaqqal not lengthened to 6 vowel lengths	4	2
Mad Badal not lengthened to 2 vowel lengths	3	1
Total	235	

Among the examples of errors in lengthening found:

Sample Verse	Explanation of Error
أَتُحَٰجُّوٓنِّ	Error in not lengthening حا and جُو which must be lengthened to 6 vowel lengths.
ٱلسَّمَٰوَٰت	Error in lengthening ما and وَ more than 2 vowel lengths.
ٱلْأَوَّلِينَ	Error in not lengthening ءَ which must be lengthened 2 vowel lengths. This rule is also known as *Mad Badal*.
كٓهيعٓصٓ	Error in not regularizing the length of madd on 5 letters found in this word ك ، ع ، ص which must be 6 vowel lengths and هـ ، ي must be 2 vowel lengths.

8.5. ANALYSIS OF ERRORS OF PRONOUNCING LETTERS AND VOWEL SIGNS (8%)

Table 6: Category of Errors of Pronouncing Letters and Vowel Signs

Types of Errors	Number of errors	%
Errors in rendering fathah, kasrah, dhommah, sukun and shaddah.	43	31
Error of leaving out letters	42	30
Error of adding letters	34	24
Error of changing letters	20	14
Total	139	

Among the examples of errors found in this category:

Sample Verse	Explanation of Error
بِغُلَٰمٍ ٱسْمُهُ	Error in connecting two sakinah letters with the correct vowel sound, such as in this way: بِغُلَٰمٍ اسْمُهُ.
بَازِغًا	Error of changing the letter غا to عا.

8.6. ANALYSIS OF ERRORS OF STOPPING (*WAQF*) AND RESTARTING (*IBTIDA'*) (3%)

Table 7: Category of Errors of Stopping and Restarting the Recitation (*Waqf / Ibtida'*)

Types of Errors	Number of errors	%
Stopping / Repeating by drawing in breath	16	35
Restarting on a word which results in violation of the grammar of the language	10	22
Stopping on a word which results in violation of the grammar of the language	6	13
Stopping on a word which alters the intended meaning.	5	11
Stopping while pronouncing the vowel sound on the last letter	5	11
Starting on a word which alters the intended meaning	4	9
Total	46	

Among the errors of stopping and restarting found are:

Sample Verse	Explanation of Error
وَكَانَتِ ٱمْرَأَتِى عَاقِرًا	Stopping on the word: اِمرَأتِي. Then restarting from the word عَاقِرًا without repeating the word before it.
وَلَمْ أَكُن بِدُعَآئِكَ	Stopping by cutting of the breath in the middle of a word: بِدُعَآ- ئِك. and to restart without repeating the word in full.

9. CONCLUSION OF THE STUDY

From the analysis of the errors in recitation, it can be concluded that students' ability to implement the rules of tajweed is generally very low. Although they are able to read, they commit a lot of mistakes in recitation The total number of mistakes from the 20 respondents is high, numbering 1662 mistakes in all. This means that on average each student makes 83 mistakes during their recitation. A total of 29% of those mistakes constitute failure to pronounce letters correctly (according to their respective points of articulation and characteristics). Another 23% are mistakes in implementing the rule of *tarqiq wa tafkhim* (thick and thin) and 23% as well in implementing the rules of *Ghunnat* (nasalization or without nasalization). Errors in lengthening account for 14% of the errors of recitation. Errors in pronouncing letters and vowel signs correctly make up 8% of the total number of errors, and *waqf wa ibtida'* errors of stopping and restarting the recitation represent 3% of the tajweed mistakes in recitation.

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