

**CONTRASTIVE ANALYSIS OF SIMPLE PAST BETWEEN ENGLISH AND  
ARABIC LANGUAGE**

**THESIS**

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## ABSTRACT

### FADHILAH: CONTRASTIVE ANALYSIS SIMPLE PAST BETWEEN ENGLISH AND ARABIC LANGUAGE

Many foreign languages are learnt by Indonesia people, especially Indonesian studentssuch as English, Arabic, Japan, etc. But English and Arabic have been the most important foreign language in Indonesia, which is taught from elementary school to university. Grammar is very important, without it we cannot speak writing and reading.

According to Barbara Dykes the word 'tenses' is from Latin *tempus* meaning time. Tenses are indicated whenever we use a finite verb. Tenses consist of six times. There are simple present, present continuous, simple past, simple past continuous, future tense and future continuous tense. The writer just research about simple past in the verbal because of this tense is difficult to understand it. In this tenses we must know changing regular and irregular verb.

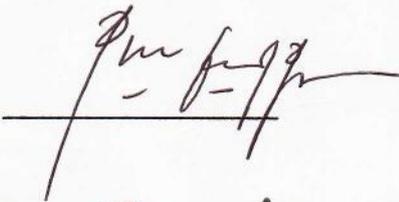
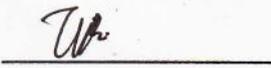
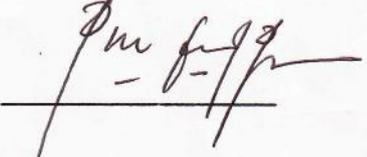
The Objective of the Research is to find out the The approach method used in this research is library research that is the research is implemented in the work-room of writer or library, until the writer acquires data and information about subject of research from books and another sources.

The result of collecting and analyzing the data showthat simple past in English and Arabic has similarities and differences. According to Azhar Arsyad (bahasa arab dan metode pengajarannya : 94) that simple past in Arabic is called **فِعْلٌ مَّاضٍ**. The similarities simple past in English and Arabic from some aspects, there are: Based on the definition, Based on the meaning, the uses of the function.

The similarities of Simple Past in English, there are: the general form of English simple past is: Subject+ past verb + object, activity that is done in the past time, using verb two (past verb), using transitive or intransitive verb, when negative form, interrogative positive and interrogative negative use verb one. While the differences of simple past in English and Arabic, there are: the structure of simple past in English is subject, after it past verb (Subject + Verb II), while in Arabic, the structure is fiilmadhi (Past verb) and then subject (Past verb + Subject). In Arabic simple past, if subject is singular or plural, verb always singular and there are various kinds of subject in Arabic simple past, but no various kinds of subject in English simple past. For subject in Arabic simple past, especially one woman or more, the past verb is added **تاء التانيث الساكنة**. Simple past in English, if it is negative form, the verb changes to infinite verb. But in Arabic, if simple past in negative or positive form, the verb doesn't change.

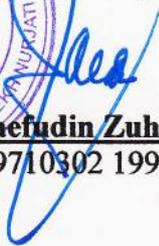
## RATIFICATION

The thesis entitled “**Contrastive analysis of simple past between English and Arabic**” written by **Fadhilah** whose registration number is **59430585** has been examined on August 19<sup>th</sup>, 2013. It has been recognized as one of the requirements for achieving the Islamic Scholar Degree at the English Education Faculty of *Tarbiyah* of the Institute for Islamic Studies (*LAIN*) *Syekh Nurjati* Cirebon.

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## PREFACE

In the name of Allah, Most Gracious, Most Merciful. All praises and thanks belong to Allah, the Lord of the universe. And thanks to His permission, the writer has been capable of doing research and finishing this thesis. May invocation and safety always be given to the prophet Muhammad (peace be open him) to his family, his companions and up to his followers till the end of the world.

This thesis entitled in “**CONTRASTIVE ANALYSIS SIMPLE PAST BETWEEN ENGLISH AND ARABIC LANGUAGE** ” is presented to fulfill one of the requirements for the degree of *Sarjana Pendidikan Islam (S.Pd.I)* at the study program of English Education of the Faculty of Tarbiyah State Institute for Islamic Studies Cirebon.

There are many people who gave such contribution, support, guidance and inspiration directly or indirectly in writing this thesis. So, in this opportunity the writer would like to convey her sincerely profound thankfulness and gratitude to:

1. Prof. Dr. H. MaksumMukhtar, M.A, the Rector of SyekhNurjati State Institute for Islamic Studies Cirebon.
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4. NurAntoni. E. T., SS. M. Hum as the second supervisor for lots of great inspirations, ideas, comments and time.

5. My parents, my family thanks for giving me prayers, love, support, advice, and everything I need all the time so that I can finish my study in this college.
6. All the lecturers who have taught and provided me valuable knowledge. Thank you very much for the amazing experiences you shared with us.

The writer realizes that this thesis is still far from being perfect and there might be many mistakes either in the arrangement or in the content. So, the writer is widely opened to receive any criticism and suggestion to make this thesis much better.

Finally, the writer hopes this thesis will be a valuable thing to the readers, especially for the writer herself and for the students of English Education Department of Education Faculty of *IAIN SyekhNurjati Cirebon*.

## BAB I

### INTRODUCTION

#### A. The Background of The Problem

Language is very important. Everyone who wants to tell about what his need, they must use language. Although he is blind or deaf, they still use language. Without language we cannot communicate with the other. According to Oxford advanced learners' dictionary (1995:662) " Language is the systems of sounds and words used by humans to express their thought and feeling." Meanwhile, according to Roberto Lado (1961:2) in thesis Abdul Muhit (2010:4) Language is primarily an instrument of communication among human being in community. While English and Arabic are used by most of people in the world.

A language is a tool to interact on a social being and a way to express their feelings in daily life, language as means of communication play very important role in social relationship among human being. That opinion as Lindsay and Knight explanation (2010: 27) that language is a tool we use to communicate with other people. People can encode against what they want to say which consists of various components.

According to Hornby (2000: 721) language is a way for someone to communicate and interact in speech and writing are used by everyone from the

various regions that have customs and traditions of each, it is a certain style of writing and speaking are used by humans in the form of sounds and words that aim to communicate, it is also called as a way to express ideas, feelings, and concept of someone who applied by using movements, symbols, sounds, and also the symbols and rules are used in certain terms that exist in a computer and other electronic devices.

Same with Hornby, Wardhaugh (1998: 23) is also explain that language is a system or way for someone to communicate and interact in speech and writing are used by everyone from the various regions that have customs and traditions of each. In other hand, there is also which interpreted that language is a system of sounds symbols arbitrator is generated by said means humans and used by people to communicate, cooperation, and self-identification Bastian (2011).

According to Rastafara (2011) there are many functions of language in society such as a tool to communicate with fellow human beings, for working with fellow human beings, and to identify them.

Different from Hornby's explanation, Tood (2006: 6) defines that a language is a sign that a person or a group of individuals to communicate and interact as social beings.

And in Indonesia in fact many foreign languages are learnt by Indonesia people, especially Indonesian students such as English, Arabic, Japan, etc. But English and Arabic have been the most important foreign language in Indonesia,

which is taught from elementary school to university. Many people again use it to some needs such as business, working, learning etc. So some people study it in courses or out school organization to study it deeply.

Wherever we study language we have to study grammar, English or Arabic. Because Grammar is very important, without it we cannot speak writing and reading well. According to David Crystal, an author of *The Cambridge Encyclopedia of the English Language* in the book Barbara Dykes (2007: 5) that's "We all use grammar from the time that we can speak in intelligible sentences, because grammar deals with the abstract system of rules in terms of which a person's mastery of his native language can be explained."

Although grammar is very important but most of people assume that grammar is difficult. The word 'grammar' often is a negative reaction in both teachers and students. (Barbara Dykes. *Grammar for everyone*. ACER Press. 2007. P 3) Teachers feel confused when they teach grammar, how they teach it simply and easily in order to students understand it well. Some students look bored when learning it. If Teacher and student always assume that grammar difficult so grammar learning will be failed.

According to Barbara Dykes (2007:4) it is a shame because the fundamental point about grammar is very important and so very simple. We need to show that grammar is not be dry or tedious but can be both fascinating and relevant.

In fact, grammar is understood by someone easy. Teacher does not has assume negative to grammar learning. Because teacher is a guide, educator, trainer and developer of curriculum who makes comfortable condition in learning process, that is joyful, interesting, comfortable and makes student be active thinking, creative and innovative.

One of difficult in grammar is regular and irregular verb. Most of sentences consist of subject and verb. When we make sentence we need verb which must deal with tenses. One of tenses which uses irregular verb is simple past. Simple past is time indicated that an activity or situation began and ended at particular time in the past. From junior high school simple past is taught by teacher.

Students fell difficult in different irregular verb, such as, *bring-brought-brought*, *read-read-read*. Differ from regular verb, students can different it easily because verb two and verb tree are added by *-ed*, such as *explain-explained-explained*. While simple past use verb two (Fuad Mas'ud. *Essentials of English Grammar*.2002. P 330)

While verb in Arabic is called is Fiil. According to Al Gulayaini verbs are 3 there are *fiil madhi*, *fiil mudhore* and *fiil amar*. Fiil madhi has some similaties with simple past but many differences with it.. If we say “ I ate rice” in English. While in Arabic we say “ أَكَلْتُ الرُّزَّ”. Although is not same, but the people or student study

English or Arabic will understand the meaning both it. Because every language has each system itself.

According to Kerap Gorys, in Kori'ah research ( 2005:7) said that : Bahasa manapun di bumi ini secara teoritis dapat menjadi objek perbandingan. Tiap bahasa di dunia ini memiliki kesemestaan (universal) tertentu. Kesemestaan bahasa mencakup :

1. Kesemestaandalambentukdan makna
2. Tiap bahasa memiliki perangkat inifungsional yang terkecil yaitu fonem dan morfem
3. Tiap bahasa di dunia ini memiliki kelas-kelas tertentu yaitu kata benda, kata kerja, kata sifat, kata ganti orang dan kata bilangan.

(Any language in this earth can theoretically become comparative object.

Each language in the world has certain universality, it includes:

1. The similarity in form and meaning
2. Each language has a set of the smallest functional unit, namely phoneme and morpheme.
3. Each language in the world has certain parts of speech or word classes namely noun, verb, adjective, pronoun and numeral.)

According to Oxford advanced learners' dictionary (1980: 171) the comparative study is finding out what is similar and different in two or more branches of knowledge.

From statement above, the research just focus what is the form simple past, the function and structures it in English and Arabic. Because many people in Indonesia are Muslim and then they learn English and Arabic their school. So, the researcher is interested to carry out to analysis it and make the this research be references for them. And the title is” **CONTRASTIVE ANALYSIS OF SIMPLE PAST BETWEEN ENGLISH AND ARABIC LANGUAGE**”.

#### **.The Identification of Problem**

##### a. The Field of The Research

The study entitled” **CONTRASTIVE ANALYSIS OF SIMPLE PAST BETWEEN ENGLISH AND ARABIC LANGUAGE**”. This research focuses on the form simple past, the function and structures it in English and Arabic, the field of the study of the research is grammar.

##### b. The kinds of the Problem

From the title of the thesis and background of problem in which have explained, the researcher finds out and lists several problem to be identified in this study, they are:

- 1) The form of simple past in English and Arabic
- 2) The functions and structures simple past in English and Arabic
- 3) The contractions simple past in English and Arabic

### c. The Main Problem

The main problem in which will be investigated analyzed in this research is the contractions of form, function and structures simple past in English and Arabic. In this research the researcher use the qualitative approach.

### **B. The Limitation of The Problem**

In the limitation of the research, the writer just focus describing and comparing the material and its aspects of the research to find out the similarities and differences, such following aspects:

- a. The knowledge of Simple Past in English and Arabic
- b. The contraction of Simple Past in English and Arabic
- c. The uses of Simple Past in English and Arabic

### **C. The Questions of The Research**

Based on the background of the problem that have described. Therefore the questions of the problem are as follow:

1. What are the characteristics of Simple Past in English and Arabic ?
2. What are the similarities of Simple Past in English and Arabic?
3. What are the differences of Simple Past in English and Arabic?

#### **D. The Aims of the Research**

1. To find out the definition of Simple Past in English and Arabic.
2. To know the similarities of Simple Past in English and Arabic.
3. To find out the differences of Simple Past in English and Arabic.

#### **E. The Usefulness of the Research**

Many students in Indonesia study English and Arabic from junior high school. But some of them don't know that both English and Arabic have similarities and differences. The writer hope this research is useful for them, because they are not just study it at school but in Islamic boarding school or Pesantren. Many modern Islamic boarding school in Indonesia are invited children to study there. Because there, they can learn and practice it daily. In fact this research is not only for student but for teacher or people who wants to know and understand English and Arabic deeply.

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