CHAPTER I
INTRODUCTION

A. BACKGROUND OF THE STUDY

Nowadays English language has become international language that must be studied in every school, even in Islamic school such as; Islamic elementary school (MI), Islamic junior high school (MTs), also Islamic senior high school (MA), Bilingual boarding school and Non Bilingual boarding school, and the like which learn two languages, English and Arabic all at once.

In many Islamic education school may Arabic are dominant then English. In fact the number of religious lessons which are use Arabic language, such as; *Fiqih, Nahwu, Shorof, Tafsir, Balaghoh, Mantiq,* Arabic language etc. It is given from low level until highest level from Islamic elementary school until Islamic senior high school. This phenomena showed that how difficult learning English for students in Islamic education school, and how difficult learning Arabic language for students in common education school.

Arabic and English language are not from one language-family, and both of them have many differences and similarities structures. Contrastive analysis hypothesis is a way of comparing languages in order to determine potential errors for ultimate purpose of isolating what needs to be learned and what does not need to be learned in the second language learning situation. As Lado detailed, one dies a structure by structure comparison of the sound system, morphological system, and even the cultural system of two languages for the purpose of discovering similarities and differences. The ultimate goal is to predict areas that will be either easy or difficult for learners[1].

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[1] Susan M. Gass and Larry Selinker. 2000. *Second Language Acquisition An Introductory Course.* Page. 89

The term "second language acquisition" refers to the subconscious or conscious process by which a language other than the mother tongue is learnt in a natural or a tutored setting. It includes the development of phonology, lexis, grammar and pragmatic knowledge. Second Language Acquisition (SLA) the study people have showed great interests, although it doesn't have a long history. A second language is not an imperfect copy of the target language but a rule-governed linguist system in its own right.[2]

The process of L2 acquisition is not sufficiently described by the characterization of errors. Errors in L2 acquisition do not only arise from interference. The structural differences between two languages are not sufficient to predict the occurrence of errors in L2 acquisition.

The contrastive analysis hypothesis stressed of the first language on second language learning and claimed that second language learning is primarily process of acquiring whatever items are different from the first language. Through a very careful, systematic analysis of the properties of the two languages in reference of difficulty, applied linguists were able to derive a reasonably accurate inventory of phonological difficulties that a second language learner would encounter.

Contrastive analysis hypothesis assumes that when learners try to learn second language the patterns and rules of first language cause main difficulties to their second language learning. The main difficulties are found based on the linguistic structure comparison of two languages. Therefore, second language teachers can have better understanding of the students' different types of learning difficulties caused by their different linguistic backgrounds.[3]

By combining two languages into the task we will know the difficulties that may encounter by the learners in understanding the English simple past

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[2] http://www.webcorp.org.uk/cgi-bin/view.nm?url=http://en.wikipedia.org/wiki/Sentence_(linguistics)&term=sentence&case=1
[3] http://www.wikipedia .contrastive-analysis.htm.(10 December 11.15 AM)

tense. In this case the researcher will combine English-Arabic task especially on English simple past tense and Arabic *fi'il madhi* because this research focus on understanding English simple past tense and we know that Arabic *fi'il madhi* has same function with simple past tense so to make students easier to understand about simple past tense the researcher use the method contrastive analysis hypothesis by contrasting English simple past tense and Arabic *fi'il madhi* and the combination task of those.

B. REASON FOR CHOOSING THE TOPIC

Some problems of learning language are the supletion of word which is happened when we want to change the simple sentence into other patterns of grammatical structure, in this case the researcher analyze English simple past tense and Arabic *fi'il madhi*. Actually both of them have a same function but there are many differences of grammatical rule. Sometimes the differences of first language and second language can be interference those two languages. Both of them are used to explain the event or action in the past time in simple form in different patterns.

The reasons that encourage the writer to choose the topic are as follows:

a. The researcher wants to look for the differences and the similarities of two languages, grammatical structure of each, especially English simple past tense and Arabic *fi'il madhi.*

b. The grammatical mastering, of two languages structure especially English simple past tense and Arabic *fi'il madhi.*

c. By drafting the two reasons the researcher wants to make combined task between two languages to know is English-Arabic combined task helpful the learners to understand the grammatical patterns of English simple past tense.

These problems often cause the learners' difficulties in learning two languages. It is important to find out the differences and similarities between English and Arabic structure in past time in order to by knowing the similarities and differences giving pedagogical implication that can be used to teach English simple past tense and Arabic *fi'il madhi* by doing contrastive analysis. Therefore the researcher chooses the title: The Effectiveness of English-Arabic Combined Task To Improve Learner's Understanding on Grammatical Pattern of English Simple Past Tense (An Experimental Research With Ten Graders of MA Matholi'ul Huda Bugel Kedung Jepara the Academic Year of 2009/2010)

C. RESEARCH QUESTIONS

This study is guided thought the following major question:

"Is English-Arabic combined task more effective than that of English only task to improve English-Arabic learner's understanding on grammatical patterns of English simple past tense?"

D. OBJECTIVE OF THE STUDY

Based on the problems mentioned above, this research intends to cover some objectives of research:

To find out the effectiveness of English-Arabic combined task to improve English-Arabic learners understands on grammatical patterns of English simple past tense. Especially for students of MA Matholi'ul Huda Bugel Kedung Jepara.

E. SCOPE OF THE STUDY

This research is focus on the differences grammatical rule and similarities function both of English simple past tense and Arabic *fi'il madhi.* In differences grammatical rule of English simple past tense and Arabic *fi'il madhi* will explain about word order of sentence in each language, supletion or word form change based on the grammatical rules of them. Also the combination of two languages in task, by combining the two grammatical patterns which has aim to make students aware the similarities and differences of them, and make the students easier to understanding of English simple past tense.

F. SIGNIFICANCE OF STUDY

The study's findings can be implied to the English teaching simple past tense and Arabic teaching *fi'il madhi*. Hopefully it can be useful for the language teaching. The teacher can design new way of teaching English simple past tense by contrasting with Arabic *fi'il madhi*. The researcher also combining the two grammatical patterns, in this case English simple past tense and Arabic *fi'il madhi* to be combined task hopefully effective to improve student's understanding of English simple past tense. Contrastive analysis hypothesis is way of comparing languages in order to determine potential errors for ultimate purpose of isolating what needs to be learned and what does not need to be learned in the second language learning situation.

By analyzing accurately a major source of diversity between English simple past tense and Arabic *fi'il madhi* in determining valid contrast, hopefully this thesis will profitable not only for English learners who learn Arabic language but also for Arabic learners who learn English language. Benefit for learners who have bilingual, English and Arabic, in their education background

before. And it will make easy the teachers to teach their students especially English simple past tense and Arabic *fi'il madhi.* English-Arabic combined task is the task which content of combination task between English and Arabic grammatical patterns. In this case the researcher talk about English simple past tense and Arabic *fi'il madhi* which combined as a task in order to make students aware of the differences and similarities of English simple past tense and Arabic *fi'il madhi*, to improve student's understanding of English simple past tense by contrasting the two grammatical patterns of two languages. This research has objective to formulate alternative techniques of teaching English simple past tense to learners of English and Arabic language.