CHAPTER II
LITERATURE REVIEW

A. ENGLISH AND ARABIC LANGUAGE

According to Abdul Chaer, "Language is a system of sound, symbols, arbitrary, gesture, meaning etc. Which human creates to communicate."[1]

So many languages in this world, they have many differences and also similarities. There are many universal characteristics of them. Language in a linguistic perspective can be contrasted and learned[2].

English becomes the foreign language which brought an unprecedented expansion in scientific, technical, and economic activity on an international scale. As its effect, it creates a whole means a people wanting to learn English because it is a key to the international currencies of technology and commerce.

Hammer says that English has popularity as a lingua franca. It will be categorized as a lingua franca if it is known and spoken by most people in the world although it does not have a large number of native speakers.[3]

Arabic language is: a language in the sentence which used by Arabian people to communicate or convey the message with other people. Abdul Alim Ibrahim says that, Arabic language is Arabian people language and Islamic people language. [4]

Arabic language is language family from Semite. Since, the third century, this language becomes popular. Arabic language divides into three groups:

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[1] Abdul Chaer, 2007. *Linguistik Umum*, Jakarta: PT Rineka Cipta. Page 33

[2] *Ibid* Page:3

[3] Jeremy Harmer, 2001. *The Practice of English Language Teaching,* England: Longman. Page 1

[4] Abdul Mu'in, 2004. *Analisis Kontrastif Bahasa Arab dan Bahasa Indonesia (Telaah Terhadap Fonologi dan Morfologi).* Jakarta: Pustaka Al-Husna Baru. Page 21-22

a. Classical Arabic, it is language of Al Qur'an used by man of letter and poet like: Al Mutanabhi, Ibnu Kaldun.

b. Modern Literary Arabic, it is language that used in the newspaper, radio, text book etc.

c. Modern Spoken or Colloquial Arabic, it is Arabic language of speech or association.[5]

From the explanation above, we can take a note that language is a system of arbitrary, gesture or symbols that have meaning it can be spoken or written to communicate with others. As Allah said in the holy qur'an Ar-Rum 22

وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالأرْضِ وَاخْتِلافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ إِنَّ فِي ذَلِكَ لآيَاتٍ لِلْعَالِمِينَ

(Ar-Rum 22)

"And among His Signs is the creation of the heaven and the earth, and the variation in your languages and your colors: verily in that are Signs for those who know"[6]

As Allah said, Allah creates the human in many nation with different language based on their nation, many language in this world which has different structure and meaning, by studying those language we may know each other not that we may despise each other verily the most honored of you in the sight of Allah who is the righteous of us. It explained of holy quran in Al-Hujurat 13

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَى وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

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[5] Abdul Mu'in, Op. Cit. Page 22

[6] Mahmud Yunus Y. Yazid, *The Quran,* (Beirut: Dal Al-Choura, 1980) p.297.

(Al-Hujurat: 13)[7]

"Mankind...! We create you from a single (pair) of a male and female, and make you into nations and tribes, that you may know each other (not that you may despise (each other)) verily the most honored of you in the sight of Allah is (he who is) the most righteous of you. And Allah has full knowledge and is well acquainted (with all things)."[8]

Since even languages as closely related as German and English differ significantly in the form, meaning and distribution of their grammatical structures, and since the learner tends to transfer the habits of his native language structure to the foreign language, we have here the major source of difficulty or ease in learning the structure of a foreign language. Those structures that are similar will be easy to learn because they will be transferred and may function satisfactorily in the foreign language. Those structures that are different will be difficult because when transferred they will not function satisfactorily in the foreign language and will therefore have to be changed. Grammar may be roughly defined as the way a language manipulates and combines words (or bits of word) in order to form longer units of meaning[9].

This research will talk about two languages as a second language for the learner which explain English and Arabic language. Learning vocabulary may cause problem at first. In most European languages there are many words which resemble those in English. Arabic has very few, but it becomes easier once you have memorized a few roots.

Most of English native speaker agree that Arabic is a difficult language to learn. The United State government categorizes Arabic as on of many languages on the degree of difficulty for native speaker of English to gain practical fluency[10].

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[7] Al-Quran Al karim_Mushaf Usmani

[8] Harun Yahya.Qur'an Translation. http://www.harunyahya.com/qur'antranslation49.php. (1 November 2008 10:12 AM)

[9] http://www.proz.com/translation-articles/1643/domistication-vs-forteignization-in-English Arabic-Translation. 12th December 2008 (11:05AM)

[10] Ibid

English becomes an international language nowadays, so most of the people in this world can use this language well. English is learned in almost the school in this world even though Arabic it self and many countries in this world. Every language has structure or grammar, English too, and this part which learned by the learner.

B. TASK

Task is one of the way which given by the teacher to the students as a review of the last lesson about the material and used to measure of learners' understanding of the material. Task will be understood as "A coherent unit or activity which promotes teachers´ reflection, searching and creativity towards the solution of an educational problem or the achievement of a specific objective"[11]. In this research will explain the task which will used by the researcher to give understand of English simple past tense to the learner. There the task which use by the researcher:

1. English-Arabic Combined Task

Task-Based Language Teaching is a proposal of second language teaching informed by the latest research findings on second language acquisition by Rita Muller in her article *Contrastive Analysis and Second Language Acquisition*. As such, it plays a major role in current language pedagogy. However, findings in second language acquisition are not always accessible and relevant to practicing teachers

Having different tasks definitions has different purposes. They signal both the necessity of variability in tasks definitions for different purposes and the need for a generalized definition. They suggest that a

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[11] *ZHU Xiao-zhen* . 2007. *Integrating Task-Based Teaching Approach Into Grammar Teaching*. School of Foreign Languages, Wuhan University of Technology, Wuhan 430070, China. http://www.linguist.org.cn/doc/su200709/su20070909.pdf. (11 August 2009, 18.13PM)

generalized definition could be complemented with the aspects of pedagogy, research, or evaluation that are at stake, in our case of teacher education. Therefore, looking at the existing definitions of tasks, definitions resulted the most general ones[12].

Task-based teaching approach is a new teaching method which absorbs the achievements of modern language teaching theories. It is supposed to be an effective method in promoting learners' language competence. However, empirical studies of its application are rarely found in the field of grammar teaching. This paper tries to integrate task-based teaching approach into grammar teaching in order to probe into its validity and feasibility in grammar teaching.

English-Arabic combined task taken from task-based teaching using two tasks from different languages that aimed at facilitating students' understanding on the target language and the language use. English-Arabic combined task is given based on the consideration that the two languages have similarities, and students have got Arabic first before English. In addition, their Arabic understanding (proven with score) is higher than English. As Zhu Xiao-zhen did in his research, he combined his task by combining two languages. Zhu tried this method into Korean and American learners to find out the effectiveness of this method to make students understand more about English for Korean learners and Korean for American learners. And call this by Korean-English combined task[13].

As Zhu's did in his research this study implement the same task, combined task. It is a task which is put in two languages, English and Arabic. This study will talk about English simple past tense and Arabic *fi'il madhi* which are combined as a task in order to make students aware

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[12]Maria-Elena Solares. *Challenges and Problems in an Online Course Design for Teacher Development*. Department of Applied Linguistics. CELE-UNAM. Universidad Nacional Autónoma de México. solares@servidor.unam.mx (11 August 2009, 18.00PM)

[13] *ZHU Xiao-zhen* . 2007. *Integrating Task-Based Teaching Approach Into Grammar Teaching*. Lock Cit

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 the two languages. For examples:

1. الكلب <u>هجمني</u> و جرح يديّ what does the underlined word means?

    "The dog …… me and bit my hand" (active form)

2. هل <u>دَفَعْتَ</u> المكتب بيديك what does the underlined word means?

    "Did you …… the desk with your hand?" (interrogative form)

3. قد <u>بُدِئَ</u> الفلمُ what does the underlined word means?

    "The film was already ……" (passive form)

The answer from the question above are: (1) "The dog <u>barked</u> me and bit my hand", (2) "Did you <u>strike</u> the desk with your hand?" and than (3) "The film was already <u>begun</u>".

2. English Uncombined Task

Uncombined task has been defined as monolithical terms for which there are multiple definitions. In many attempts to define and be coherent with the kind of tasks, advise on having different tasks definitions for different purposes. They signal both the necessity of variability in tasks definitions for different purposes and the need for a generalized definition. Suggest that a generalized definition could be complemented with the aspects of pedagogy, research, or evaluation that are at stake, in our case of teacher education[14]. According to Zhu Xiao-Zhen, uncombined task have same definition with the task that will be

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[14]Ibid

understood as "A coherent unit or activity which promotes teachers´ reflection, searching and creativity towards the solution of an educational problem or the achievement of a specific objective". Uncombined task is task which consist of one language without any combination with other task language[15]

As the explanation before we know that giving the task is one way of teaching students in aim to make students understand of grammatical system of their foreign language, in this case English as the second foreign language after Arabic. Different with combined task, uncombined task is more specific that used without any combination with other language accept their first language. For examples:

1. The movie (is)…..already (begin)….. (passive form)
2. The dog (bark)…..at me and bit my hand (active form)
3. Did you (wake up)…..earlier this morning? (interrogative form)

The answer for the questions above are: (1) "The movie **was** already **begun**", (2) "The dog **barked** at me and bit my hand", and than (3) "Did you **wake up** earlier this morning?".

C. ENGLISH SIMPLE PAST TENSE AND ARABIC FI'IL MADHI

1. English Simple Past Tense

Actually definition of tense is the change of verb that shows the change of time. It means that adverb of time can influence the form of verb which is used in the sentences.

So tense can be understood as change of verb in the sentence which is influenced by change of time or adverb of time. That in this

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[15] Ibid

research the researcher talks about simple past tense[16], the change of verb which used to show the action in a past time.

Simple past tense is time which used to explain the event or actions that done by someone in any past time in a simple form. The time of event or action had already known. In the next page are examples of simple past tense implied in many sentences, discussed in those of types of sentence, form and structure of clause[17].

a. Based on the Sentences

Simple past tense based on the sentences has two parts, there are verbal and nominal sentence.

1. Verbal Sentence

Verbal sentence is the sentence which is predicated by verb. There are three form of verbal sentence:

1) Verbal sentence in positive form uses the pattern:

Subject + Past Tense V2

We can find past tense V2 in regular and irregular verb. For examples:

- She studied English last night.
- They cleaned the classroom yesterday.

2) Verbal sentence in negative form uses the pattern:

Subject + did + not + infinitive

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[16] Rudi Haryono. 2002. *Complete English Grammar*. Surabaya: Gita Media. Page192
[17] Ibid. Page 192-203

To make verbal sentence in negative form we must add the sentence with auxiliary verb *did* that is the past tense of *do/does* then adding by *not*. *Did* used for every subject. Verb in negative verbal sentence in this form we had to change the verb into infinitive[18]. For examples:

- She did not study English last night
- They did not clean the classroom yesterday

3) Verbal sentence in interrogative form use the pattern:

> Did + subject + infinitive?

Verb that used in interrogative sentence is infinitive[19]. For examples:

- Did she study English last night?
- Did they clean the classroom yesterday?

The answers of these questions are *yes...* and *no...* For examples:

- Yes, she did.
- No, she did not/didn't

When interrogative verbal sentence use question word so the patterns are:

a. Question word used to ask the subject of sentence

> Question Word + Past tense (V2)

For examples:

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[18] Ibid, Page.222
[19] Ibid, Page.222

- *Who* help you last night?

b. Question word besides to ask the subject of the sentence. It could be object, place, time, etc.

> Question Word + did + subject + infinitive

For examples:
- *Where* did you meet her last night? *(place)*
- *What* did she write yesterday? *(object)*

2. **Nominal Sentence**

Nominal sentence is the sentence which is predicated by non verb[20]. There are three form of nominal sentence:

1) Nominal sentence in positive form. The pattern is:

> Subject + was/were + Non Verb

Non verb can be noun, adjective and adverb. *Was* as a past tense of to be *is, am. Were* as a past tense of to be *are.* For examples:
- I *was* ill yesterday
- They *were* happy last night

2) Nominal sentence in negative form. The pattern is:

> Subject + was/were + not + Non Verb

For examples:

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[20] Ibid, Page.223

- I *was not* ill yesterday

- They *were not* happy last night

3) Nominal sentence in interrogative form. The pattern is:

> Was/were + subject + Non Verb?

For examples:

- *Was* I ill yesterday?

- *Were* they happy last night?

  The answers of these interrogative sentences are:

  - Yes, *I was/they were*

  - No, *I was not/they were not*

b. Based on the Form of Sentence

There are two kinds of sentence based on the form; they are active and passive sentence[21]. In this case the writer wills concern in simple past tense form.

1. Active Voice

Active voice is sentence which the subject do something or the job[22]. The pattern is:

> Subject + Past Tense V2

For examples:

- She called me

- He killed the dog

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[21] http://www.en.wikipedia.org/wiki/Sentence_(linguistics). 29th April 2009 (13:10PM)
[22] Rudy Hariyono. *op.cit*, Page. 270

The two sentences are called by active voice because both of their subjects of those sentences do the action. They are *called* and *killed*.

2. Passive Voice

In passive voice subject of the sentence becomes the target of action which is explain by using verb[23]. The pattern is:

> Subject + was/were + Past Participle

For examples:
- Tracy opened the door (active)
- The door were opened by her (passive)

Was/were in passive form used based on the object of Active form. In the passive, the object of an active becomes the subject of passive verb. Only transitive verbs (verbs that are followed by an object) are used in the passive. It is not possible to use verbs such as happen, sleep, come and seem (intransitive verbs) in the passive.[24]

Usually the passive is used without a "by phrase". The passive is most frequently used when it is not known or not important to know exactly who performs and action. The "by phrase" is included only if it is important to know who performs an action. If the speaker/writer knows who performs an action, usually the active is used. The passive may be used with the "by phrase" instead of the active when the speaker/writer wants to focus attention on the subject of a sentence.[25]

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[23] Rudy Hariyono. *op.cit*, Page. 270
[24] Betty Schrampfer Azar, 1989. *Understanding and Using English Grammar 2nd edition*, Upper Saddle River, New Jersey: Prentice Hall Regents. Page: 120
[25] Ibid. Page: 123

c. Based on the Structure of the Clause

A clause consists of a subject and a verb. There are two types of clauses: independent and subordinate (dependent). An independent clause consists of a subject verb and also demonstrates a complete thought: for example, *"I am sad."* A subordinate clause consists of a subject and a verb, but demonstrates an incomplete thought: for example, *"Because I had to move."*

Clause is groups of word consist of subject and predicate. The predicate can be verb and non verb such as noun, adjective and adverb.[26] A sentence in English based on the structure of the clause the sentences can categorized into three groups:

1. Simple Sentence

A simple sentence consists of a single independent clause with no dependent clauses. It is only consist of subject and predicate. Example: Ahmad broke the mirror

2. Compound Sentence

In the English language, a compound sentence is composed of at least two independent clauses. It does not require a dependent clause. The clauses are joined by a coordinating conjunction (with or without a comma), a correlative conjunction (with or without a comma), or a semicolon that functions as a conjunction. A conjunction can be used to make a compound sentence. The use of a comma to separate two independent clauses in a sentence is accepted as part of the English language.

Example: My friend invited me to a tea party, but my parents didn't
         let me go.

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[26] Rudy Haryono, 2002. *Complete English Grammar*, Surabaya: Gitamedia.
Page:183

3. Complex Sentence

A complex sentence is a sentence with an independent clause and at least one dependent clause (subordinating clause). The dependent clause is introduced by either a subordinate conjunction such as *although*, or *because* or a relative pronoun such as *who* or *which*.

Example: The dog which you gave me bit my hand

4. Complex Compound Sentence

A complex-compound sentence (or *compound-complex sentence*) consists of multiple independent clauses, at least one of which has at least one dependent clause.

A sentence with at least two independent clauses and one or more dependent clauses (which can also be called subordinate clause) are referred to as a complex-compound sentence. Sometimes called a *compound-complex sentence*.[27]

This is an example of complex-compound sentence with two independent clauses (*The dog [which] you gave me barked at me* and *the dog [which] you gave me bit my hand*) and one dependent clause (*[which] you gave me*).

Simple past tense sometime use time signal to show that the sentence are simple past tense. The time signals which usually used in past tense are: yesterday, yesterday morning, yesterday afternoon, the day before yesterday last night, last week, a moment ago, a few minutes, this morning, just know, etc.

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[27] http://www.webcorp.org.uk/cgi-bin/view.nm?url=http://en.wikipedia.org/wiki/Sentence_(linguistics)&term=sentence&case=1(29th April 2009 13:15PM)

2. Arabic Fi'il Madhi

Arabic has standardization of word but more comprehensive that use اوزان الافعل (patterns of verb) it means that verb has many patterns based on the function, but every form can be change based on the original of word with standard of وزن. Word *fi'il* in Arabic it means verb in English, Arabic has four *fi'il* or verbs, they are *fi'il madhi* (past tense), *fi'il mudhori'* (present tense), *f'il amar* (command), *fi'il nahi* (prohibition). *Fi'il madhi* in Arabic it same with simple past tense in English perception both of them used to explain the sentence in a past time.

Fi'il madhi is verb which shows the event or actions that done by someone in any past time in a simple form. *Fi'il madhi* is a verbal sentence; it is concern in verb only. How verb can change the form caused by subject of sentence. The main characteristic in a *fi'il madhi*, the supletion of verb based on the subject it is singular or plural and also gender of subject[28]. The supletion of verb by adding تْ for women and for men there is no changes expect there is a singular or plural noun. There is *mufrad* (singular), *tasniyah* (double), and *jama'* (plural) subjects. And also *mudzakar* (masculine) and *mu'annas* (feminine) for gender of subjects. *Fi'il madhi* can categorize into two groups:

a. Based on the Sentences

Based on the sentences *fi'il madhi* has many functions that contain on many verb *(fi'il)* which seen from the origin of the letters. Which is in each verb has different function and meaning. We can divide the in:

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[28]http://www.proz.com/translation-articles/1643/domistication-vs-forteignization-in-English-Arabic-Translation. 12th December 2008 (11:05AM)

1. *Tsulatsi (fi'il* **which consist of three letters)**

       Tsulatsi has two kinds they are *mazid* (that added by at least one or more than one letters) and *mujarrad* (original without any adding)[29] and each of word has different functions based on the وزن. There are the tables of the kinds of *tsulatsi*:

a. *Tsulatsi Mujarrad*[30] **(ثلاثى مجرد)**

ثلاثى مجرد	
Function	وزن (patterns)
Active voice	فَعَلَ – يَفْعُلُ
	فَعَلَ -َ يَفْعِلُ
	فَعَلَ - يَفْعَلُ
	فَعِلَ - يَفْعَلُ
	فَعُلَ - يَفْعُلُ
	فَعِلَ – يَفْعِلُ

b. *Tsulatsi Mazid bi Harfi*[31] **(ثلاثى مزيد بحرف)**

ثلاثى مزيد بحرف (added by one letter)		
Examples	Function	وزن (patterns)
فرّح زيد عمرا *Zaid made Amr happy*	للتعدية *Change the verb from intransitive (لزم) to be transitive (متعدى)*	فَعَّلَ – يَفَعِّلُ
قطّع زيد الحبل *Zaid cut the rope*	للدلالة على التكثير *To show multiple meaning*	
كفّر زيد عمرا	لنسبة المفعول إلى اصل الفعل	

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[29] Akhmad, Munawari. 2005. *Belajar Cepat Tata Bahasa Arab Program 30 Jam Nahwu Sharaf Sistematis*. Yogyakarta: Nurma Media Idea. Page.15.16.B

[30] Ibid, Page.15.16.B

[31] Ibid, Page.15.16.B

Examples	Function	وزن (patterns)
Zaid made Amr infidle man	*Make the object* (مفعول) *relatively to be the origin of verb* (فعل)	
ضارب زيد عمرا *Zaid and Amr hit mutually*	للمشاركة بين اثنين *Do the action mutually*	فَاعَلَ ـ يُفَاعِلَ
ضاعف الله ثوابا *Allah doubled the blessing*	للدلالة على التكثير *To show multiple meaning*	
عافاك الله *Hopefully Allah forgave you*	للتعدية *Change the verb from intransitive* (لزم) *to be transitive* (متعدى)	
اكرمت زيدا *I respected Zaid*	للتعدية *Change the verb from intransitive* (لزم) *to be transitive* (متعدى)	أَفْعَلَ ـ يُفْعِلُ
أمسى المسافر *The adventurer entered the evening*	للدخول فى شيئ *Entering something*	
أقفر البلد *That country became wiped out*	للصّيرورة *To be something*	

c. *Tsulatsi Mazid bi Harfaini*[32] (ثلاثى مزيد بحرفين)

ثلاثى مزيد بحرفين (added by two letters)		
Examples	Function	وزن (patterns)

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[32] Ibid, Page.15.16.B

تصالح القوم *The peoples lived in peace*	للمشاركة بين الثنين فأكثر *Do the action mutually between two or more than two people*	**تَفَاعَلَ ـ يَتَفَاعَلُ**
تمارض زيد *Zaid sick pretended*	لإظهار ما ليس فى الوقوع *To pretend*	
توارد القوم *The people came continually*	للوقوع تدريحا *The event which continually*	
كسّرت الزجاج فتكسّر *I broke the mirror, so that be broke*	للمطاوعة الفعل *The effect or result of* فعل	**تَفَعَّلَ ـ يَتَفَعَّلُ**
تشجّع زيد *Zaid encouraged himself*	للتَّكلّف *To force*	
تبيّن الشيئ *Looked for of the explanation about something*	للطّلب *Endeavour*	
جمعْت الإبل فاجْتمع *I collected the camel, so that collected*	للمطاوعة فعل *The effect or result of* فعل	**اِفْتَعَلَ ـ يَفْتَعِلُ**
إخْتبز زيد *Zaid take the bread*	للاتّخاد *To take*	
إكْتبس زيد *Zaid really tried*	لزيادة المبالغة فى المعنى *To extremely the meaning*	
كسّرْت الزجاج فانكسر *I broke the mirror, so*	للمطاوعة فعل *The effect or result of*	**اِنْفَعَلَ ـ يَنْفَعِلُ**

	فعل	
that be broke	للمطاوعة أفعل	
أزعجه فانزعج	The effect or the result	
I confused him, so he confused	of أفعل	
إحمرّ التمر	للدلالة على الدخول فى الصفة	اِفْعَلَّ – يَفْعِلُّ
That date palm was red	To show the meaning included to the adjective	

d. *Tsulatsi Mazid bi Salasati Ahrufin*[33] (ثلاثى مزيد بثلاثة احرف)

ثلاثى مزيد بثلاثة احرف (added by three letters)		
Examples	Function	وزن (patterns)
أستغفر الله	لطالب الفعل	إِسْتَفْعَلَ – يَسْتَفْعِلُ
I apologized to Allah	*To claim some action*	
إستقرّ	لمعنى فعل المجرّد	
Settle at	*Seems like* فعل	
إستحجر الطّين	للتّحوّل	
The land changed to be rock	*To changes*	
إحدودب زيد	للمبالغة	إِفْعَوْعَلَ ـ يَفْعَوْعِلُ
Zaid was very hunchbacked	*To be extremely*	
إحلولى التّمر	لمعنى فعل المجرد	
That date palm had already ripe	*Seems like* فعل	

[33] Ibid, Page.15.16.C

إِفْعَالَّ ـ يَفْعَالُّ	لِلمبالغة	إصفارّ الموز *That banana had already ripe*
إِفْعَوَّلَ – يَفْعَوِّلُ	لِلمبالغة	إخروّط شعاع الشّمس *The sunrise was very radiate*

2. *Ruba'i* (*fi'il* which consist of four letters)

Ruba'i also has three kinds first the original of *ruba'i* (the original of letter which consist of four letters), *mulhaq bi ruba'i* (as same as with *ruba'i*) and *ruba'i mazid* (that added by at least one or more than one letters)[34]. And each of word has different functions based on the وزن. There are the tables of *ruba'i*:

a. *Ruba'i*[35] (رباعى)

رباعى	
Function	وزن (patterns)
Active voice	فَعْلَلَ – يُفَعْلِلُ

b. *Mulhaq bi Ruba'i*[36] (ملحق بالرباعى)

ملحق بالرباعى	
Function	وزن (patterns)
○All the patterns make the sentence to be active voice	فَعْلَلَ – يُفَعْلِلُ فَوْعَلَ ـ يُفَوْعِلُ فَيْعَلَ ـ يُفَيْعِلُ فَعْوَلَ ـ يُفَعْوِلُ فَعْيَلَ – يُفَعْيِلُ

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[34] Ibid, Page.15.16.C
[35] Ibid, Page.15.16.C
[36] Ibid, Page.15.16.C

	فَعْلَى – يُفَعْلِى
	فَعْنَلَ – يُفَعْنِلُ

c. *Ruba'i Mazid bi Harfin*[37] (رباعى مزيد بحرف)

رباعى مزيد بحرف (added by on letter)		
Examples	Function	وزن (patterns)
دحرجْت الحرج فتدخرج *I rolled the rock, so the rock was rolled*	للمطاوعة فعل *The effect or result of* فعل	تَفَعْلَلَ – يَتَفَعْلَلُ

d. *Ruba'i Mazid bi Harfaini*[38] (رباعى مزيد بحرفين)

رباعى مزيد بحرفين (added by two letters)		
Examples	Function	وزن (patterns)
حرجمْت الإبل فاحرنجم *I collected the camel, so that collected*	لمطاوعة فعل *The effect or result of* فعل	إفْعَنْلَلَ – يَفْعَنْلِلُ
إقْشعرّ الجلد *The skin was cold*	للمبالغة *To be extremely*	إفْعَلَّ – يَفْعَلِلُ

b. Based on the Form of the Sentences

As same as in the English simple past tense, Arabic *fi'il madhi* also can divide sentence based on the form. There are two kinds of sentence based on the form; they are active (*Fi'il madhi mabni ma'lum aw mabni lilfa'il*) and passive sentence (*Fi'il madhi mabni ma'lum aw mabni lilfa'il*)[39]. In this case the writer wills concern in *fi'il madhi* form:

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[37] Ibid, Page.15.16.D
[38] Ibid, Page.15.16.D
[39] Mahfudz, Nasir. 1990. *Qowaidu Shorfi al-Lughowi*. Ploso Kediri: Pondok Pesantren Islam Salafiyah. Page. 5

1. *Fi'il Madhi Mabni Ma'lum aw Mabni Lilfa'il* (فعل ماضى مبني للمعلوم او
مبني للفعل)

       In Arabic perception we called *Fi'il madhi mabni ma'lum aw mabni lilfa'il* by active voice[40], the pattern is as followed:

(pronoun) ضمير	(verb) فعل	(kinds) الواقع للفاعل
هو *(he, masculine)*	فَعَلَ	مفرد مذكر غائب
هما *(he double)*	فعلا	تثنية مذكر غائب
هم *(them)*	فعلُوْا	جمع مذكر غائب
هي *(she, feminine)*	فعلتْ	مفرد مؤنث غائبة
هما *(she double)*	فعلتا	تثنيه مؤنث غائبة
هنّ *(them)*	فعلْن	جمع مؤنث غائبة
انتَ *(you, masculine)*	فعلْتَ	مفرد مذكر مخامب
انتما *(you double)*	فعلتما	تثنية مذكر مخاطب
انتم *(you plural)*	فعلتم	جمع مذكر مخاطب
انتِ *(you, feminine)*	فعلتِ	مفرد مؤنث مخاطبة
انتما *(you double)*	فعلتما	تثنية مؤنث مخاطبة
انتنَّ۝۝ *(you plural)*	فعلْن	جمع مؤنث مخاطبة
انا *(I)*	فعلتُ	متكلم وحده
نحن *(we)*	فعلنا	متكلم مع الغير

       If we want to make an Arabic sentence in active form we must follow the rule, actually the rule is located on vowel of word[41]. Active

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[40] Ahmad Muthohar bin Abdul Rahman al-Muraqi. 1959. *Al-Maufudz fi al-Tarjamati al-Maqsud*. Semarang: Karya Toha Putr. Page.16
[41] Ibid, Page.16

voice follow the rule that first letter vowel by *fathah* (☐) as فَعَلَ for example: كَسَرَ أَحْمَدُ المِرْءَةَ

2. *Fi'il Madhi Mabni Lilmajhul aw Mabni Lilmaf'ul* (فعل ماضى مبنى للمجهول او مبنى للمفعول)

In Arabic perception we called *Fi'il madhi mabni ma'lum aw mabni lilfa'il* by passive voice[42], the pattern is as followed:

(kinds) الواقع للفاعل	(verb) فعل	(pronoun) ضمير
مفرد مذكر غائب	فعِلَ	هو *(he, masculine)*
تثنية مذكر غائب	فعلا	هما *(he double)*
جمع مذكر غائب	فعلُوا	هم *(them)*
مفرد مؤنث غائبة	فعلتْ	هي *(she, feminine)*
تثنية مؤنث غائبة	فعلتا	هما *(she double)*
جمع مؤنث غائبة	فعلْنَ	هنّ *(them)*
مفرد مذكر مخامب	فعلْتَ	انتَ *(you, masculine)*
تثنية مذكر مخاطب	فعلتما	انتما *(you double)*
جمع مذكر مخاطب	فعلتم	انتم *(you plural)*
مفرد مؤنث مخاطبة	فعلتِ	انتِ *(you, feminine)*
تثنية مؤنث مخاطبة	فعلتما	انتما *(you double)*
جمع مؤنث مخاطبة	فعلْنَ	انتنَّ◌◌ *(you plural)*
متكلم وحده	فعلتُ	انا *(I)*
متكلم مع الغير	فعلنا	نحن *(we)*

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[42] Ibid, Page.17

Passive voice follow the rule that first letter vowel by *dhommah* (□) and letter before the end vowel by *kasroh*[43] (□) as فُعِلَ for example:

كُسِرَتِ المِرءة

3. **The Differences Between English Simple Past Tense and Arabic *Fi'il Madhi***

Although both of English simple past ten and Arabic fi'il madhi has some function they also have the differences that will explain. The differences between English simple past tense and Arabic *fi'il madhi* are:

a. The normal word order of a sentence in English is *subject + verb + object* different with Arabic, the word order of a sentence in Arabic are *verb + subject + object*[44]. For examples:

NO	English simple past tense	Arabic *fi'il madhi* (فعل ماضى)
1	*Ahmad felt (S + V)*	سقط احمد (V + S)
2	*The cat slept in the house (S + V)*	نامت الهرة فى البيت (V + S)
3	*I saw the dog (S + V + O)*	نظرت الكلب (V + S + O)
4	*He hit the dog (S + V + O)*	هو ضرب الكلب (V + S + O)
5	*Fatimah opened the door (S + V + O)*	فتحت فاطمة الباب (V + S + O)

b. In English simple past tense, the changes in verb is not affected or influenced by subject while in Arabic subject does affect verb changes. In *fi'il madhi* feminine nouns add the suffix تُ in that verb to form the plural but masculine nouns in a sentence can also be distinguished by case ending (marks above the last letter of word) but these are usually found only in the Qu'ran or school text books. Different with English,

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[43] Ibid, Page.17

[44] http://www.proz.com/translation-articles/1643/domistication-vs-forteignization-in-English-Arabic-Translation. 12th December 2008 (11:05AM

whatever the subject, how many subjects in simple past tense it still uses same verb that is second form of verb. In Arabic form alterations in the basic meaning of a verb are made by adding to the root. These changes follow regular rules, giving ten possible verb forms (though in practice only three or four exist for most verbs).[45] The main characteristic in a verb of *fi'il madhi* is the supletion of verb based on the subject it is singular or plural and also gender of subject. The supletion of verb by adding تُ for women and for men there is no changes expect there is a singular or plural noun. There is *mufrad* (singular), *tasniyah* (double), and *jama'* (plural) subjects. And also *mudzakar* (masculine) and *mu'annas* (feminine) for gender of subjects.

For examples:

1) كسر احمد المِرءة *(fi'il madhi)* means *Ahmad broke the mirror* (simple past tense)

   كسرت فاطمة المِرءة *(fi'il madhi)* means *Fatimah broke the mirror* (simple past tense).

2) احمد و على اكلا البرتقال *(fi'il madhi)* means *Ahmad and Ali ate the orange* (simple past tense).

   فاطمة وفلانة اكلتا البرتقال *(fi'il madhi)* means *Fatimah and Fulanah ate the orange* (simple past tense).

3) هم قرءوا الكتاب *(fi'il madhi)* means *They read the book* (simple past tense)

   هنّ قرأنّ الكتاب *(fi'il madhi)* means *They read the book* (simple past tense)

Based on the example we could see that the supletion of each sentence are influenced by the form of word. In first sentence we can see there is supletion between Ahmad and Fatimah verb in Arabic sentence, Ahmad is called by *mufrad mudzakar gho'ib* (singular in

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[45]http://www.proz.com. (20 December 2008. 10:15) Lock. Cit

masculine subject) form but Fatimah is called by *mufrad mu'annas ghoi'bah* (singular in feminine subject) by adding suffix تُ Different with simple past tense there is no supletion of that sentence although with different gender subjects.

In the second sentence Ahmad and Ali are called by *tasniyah mudzakar ghoi'b* (double masculine subject) then Fatimah and Fulanah are called by *tasniyah mu'annas ghoi'bah* (double feminine subject) there are supletion by adding suffix ا in double masculine subject and تا in double feminine subject. In simple past tense how many the subjects and what is the subject there are no supletion of verb. Then in third sentence *Hum* is called by *jama' mudzakar gho'ib* by adding suffix وا and *Hunna* is called by *jama' muannas gho'ibah* by adding ن with same meaning[46].

The differences between English simple past tense an Arabic *fi'il madhi* in those kinds of sentences. For examples:

Sentences	English (simple past tense)	Arabic (*fi'il madhi*) فعل ماضى
1. Simple sentence (positive, negative and interrogative)	*Ahmad broke the mirror*	كسر احمد المِرءة
	Ahmad didn't break the mirror	-
	Did Ahmad break the mirror?	هل كسر احمد المِرءة
2. Simple sentence (active and	*Fatimah broke the mirror*	كَسَرَت فاطمة المِرءة
	The mirror was	كُسِرَتْ المِرءة

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[46] Mahfudz, Nasir. 1990. *Qowaidu Shorfi al-Lughowi*. Ploso Kediri: Pondok Pesantren Islam Salafiyah. Page. 8

passive)	*broken by Fatimah*	
3. Complex sentence	*The dog which you gave me bit my hand*	الكلب الّذي اعطيتنيهِ جرح يديّ
4. Compound sentence	*The dog which you gave me barked at me and bit my hand*	الكلب الّذي اعطيتنهِ هجمني و جرح يديّ
5. Compound complex sentence	*Ahmad who loved you is handsome* *Ahmad who loved you is my brother*	احمد الّذي احبّكِ جميلٌ احمد الّذي احبّكِ اخي

In simple negative sentence we can not categorized to be *fi'il madhi* because negative sentence of Arabic structure need *harful jazm* لم (letter of *jazm*), لا*nahi* (letter of *fi'il nahi*) or ليس (كان و اخواتها) (the family of كان) of *fi'il madhi* can not receive the adding while if we add the letter the form changes to *fi'il mudhorai'* no more *fi'il madhi*[47]. This is one of the unique of Arabic structure that one sentence can change into another form by adding a letter or conjunction.

c. Sometimes simple past tense using time signal to show that the event was in a past time, such as yesterday, last night, last week, last month etc[48]. But in *fi'il madhi* to show that the event was in a past time is based on the pattern of verb (وزن). For examples:

NO	English (simple past tense)	Arabic (*fi'il madhi*)

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[47] Ahmad Muthohar bin Abdul Rahman al-Muraqi. 1959. *Al-Maufudz fi al-Tarjamati al-Maqsud*. Semarang: Karya Toha Putr. Page.12

[48]Rudy Haryono, 2002. *Complete English Grammar*, Surabaya: Gitamedia. Page:226

		فعل ماضى
1	I talked with you *yesterday*	حدثتك
2	You went to school *this morning*	ذهبت الى المدرسة فى
3	She watched the television *last night*	شهدت التليفزيون
4	Ahmad helped him *last week*	نصرهُ احمد
5	Fatimah wrote the lesson *this morning*	كتبت فاطمة الدروس

d. In English past verbs there are types of verb regular and irregular verb which is not influenced by the number or kinds of subject[49], while in Arabic there is no regular and irregular verb because the changes form of verb is influenced by subject. For example:

Regular	Irregular
1. *Farid studied English* (simple past tense) علم فرد الإنجليسيّة *(fi'il madhi)* *Fatimah studied English* (simple past tense) علمت فاطمة الإنجليسيّة*(fi'il madhi)*	1. *Ali ate the rice* (simple past tense) اكل على الرزّ *(fi'il madhi)* *Fulanah ate the rice* (simple past tense) اكلت فلانة الرزّ*(fi'il madhi)*
2. *Farid and Ali studied English* (simple past tense) فرد و على علما الإنجليسيّة *(fi'il madhi)* *Fatimah and Fulanah studied*	2. *Ahmad and Ali ate the orange* (simple past tense) احمد و على اكلا البرتقال *(fi'il madhi)* *Fatimah and Fulanah ate*

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[49]Betty Azar, Schampfer. 1989. *Understanding and Using English Grammar Second Edition.* United State of America : Pretice Hall Regents. Page.17

English (simple past tense) فاطمة و فلانة علمتا الإنجليسيّة(*fi'il madhi*)	*the orange* (simple past tense) فاطمة و فلانة اكلتا البرتقال (*fi'il madhi*)
3. *They (feminine) studied English* (simple past tense) علمن الإنجليسيّة (*fi'il madhi*) *They (masculine) studied English* (simple past tense) علموا الإنجليسيّة(*fi'il madhi*)	3. *They (feminine) ate the orange* (simple past tense) هنَّ اكلْن البرتقال (*fi'il madhi*) *They (masculine) ate the orange* (simple past tense) اكلوا البرتقال (*fi'il madhi*)

Those are some deeply differences between English simple past tense and Arabic *fi'il madhi* that has found by contrasting the two patterns in the sentences of two languages.

4. The Similarities of English Simple Past Tense and Arabic Fi'il Madhi

Actually every language in this world has different rules, but has similarities as a communication tool. Simple past tense has same function with *fi'il madhi*, both of them are used to explain the event or action in the past time in a simple form[50].

The similarities of them are just on the function because when we look the grammatical roles of each, we know that both of English simple past tense and Arabic *fi'il madhi* have deeply differences. So the similarities that has already found are located in the function. There are many functions of English simple past tense and Arabic *fi'il madhi* will explain bellow. The functions of them are:

a. To explain the action those did in a past time and end in same time or to drawn some events in past time.

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[50] Ibid, Page: 24

b. To explain the habits in a past time that not happen anymore.

c. To explain the condition which happen in the past time.[51]

D. PREVIOUS RESEARCH

The writer has found the researchers who concern that do this research. Actually this research has same typical with the writer research. The researcher who concern in the same aim are: Nurul Robikhah (11397009) English Department and Education Faculty, Salatiga State Islamic Studies institute (STAIN) 2001. **Contrastive Analysis between Arabic and English Sentence Patterns and Its Contribution to Language Teaching at Islamic Senior High School.**

This thesis is aimed to know the differences between English and Arabic in past time. The main objectives of this thesis are to give a clear description of English and Arabic in past time, to show the differences in sentences elements and to give solution as its implication in language teaching in Islamic Senior High School[52]. The result of this research is find the new ways in teaching grammar by using contrastive analysis in Islamic Senior High School. This thesis has same feature with the writer research.

Margaret Sue Scott. American University of Beirut. She has drawn heavily on research for her M.A. thesis. **Error Analysis and English-Language Strategies of Arab Students**

This study examined the English proficiency of 22 Arabic-speaking students enrolled in a low intermediate intensive English course at the American University of Beirut. Written and oral samples were taken at the beginning and end of the term. Errors were analyzed in terms of performance

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[51]Rudy Haryono, 2002. *Complete English Grammar*, Surabaya: Gitamedia. Page:226

[52] Nurul Robikhah. 2001. *Contrastive Analysis between Arabic and English Sentence Patterns and Its Contribution to Language Teaching at Islamic Senior High School.* English Department and Education Faculty, Salatiga State Islamic Studies institute (STAIN Salatiga)

mistakes, mother-tongue interference or false intralanguage analogy. The data provided a rank ordering of the subjects' areas of difficulty and enabled us to describe tentatively some aspects of their transitional grammar[53]. The results should provide useful information to teachers of Arabic speakers studying English and to researchers investigating the phenomenon of second-language acquisition in general.

The researcher does the research to complete those researches that already done by others researchers which are concern of contrasting two languages especially English and Arabic language. Those researches has same characteristic and aim with the researcher that are to show the differences in sentences elements and to give solution as its implication in language teaching in Islamic Senior High School and provide useful information to teachers of Arabic speakers studying English and to researchers investigating the phenomenon of second language acquisition in general.

E. Hypothesis

Hypothesis is a testable statement of opinion. It is created from the research question by replacing the words "Is there" with the words "There is". In this research presence the hypothesis: "There are differences in learner's understanding grammatical pattern of English simple past tense between those assigned English-Arabic combined task and those assigned English task only".

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[53]Margaret Sue Scott. 2007. *Error Analysis and English-Language Strategies of ArabStudents,*http://www3.interscience.wiley.com/journal/119664022/abstract?CRETRY=1 &SRETRY=0 (26 December 2008 13:43PM)