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.”

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.

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.

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.

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
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 السَّمَاءَاتِ وَالأَرْذِ وَالْخَبَائِفِ وَالْبَيِّنَاتِ وَالْمَيْنِ يُقَدِّرُونَهَا ﻟِلْعَالَمِينَ

(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

أَﻛْرَمَكُمْ ﻋِﻨْدَ ﻋَﻠِيمٍ ﻟِلْعَالَمِينَ}

(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 one 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
\(^10\) 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 itself 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

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.\textsuperscript{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.\textsuperscript{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 \textit{fi’il madhi} which are combined as a task in order to make students aware

\textsuperscript{12}Maria-Elena Solares. \textit{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)

\textsuperscript{13}ZHU Xiao-zhen. 2007. \textit{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. What does the underlined word means?
   “The dog …… me and bit my hand” (active form)

2. What does the underlined word means?
   “Did you …… the desk with your hand?” (interrogative form)

3. What does the underlined word means?
   “The film was already ……” (passive form)

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

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\(^\text{14}\). According to Zhu Xiao-Zhen, uncombined task have same definition with the task that will be

\(^{14}\text{Ibid}\)
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

\(^{15}\) Ibid
research the researcher talks about simple past tense\textsuperscript{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\textsuperscript{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:

\[
\text{Subject + Past Tense V2}
\]

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:

\[
\text{Subject + did + not + infinitive}
\]


\textsuperscript{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:

<table>
<thead>
<tr>
<th>Did + subject + infinitive?</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Question Word + Past tense (V2)</th>
</tr>
</thead>
</table>

For examples:

\(^{18}\) 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.

<table>
<thead>
<tr>
<th>Question Word</th>
<th>did</th>
<th>subject</th>
<th>infinitive</th>
</tr>
</thead>
</table>

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:

<table>
<thead>
<tr>
<th>Subject</th>
<th>was/were</th>
<th>Non Verb</th>
</tr>
</thead>
</table>

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:

<table>
<thead>
<tr>
<th>Subject</th>
<th>was/were</th>
<th>not</th>
<th>Non Verb</th>
</tr>
</thead>
</table>

For examples:

---

\(^{20}\) 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

\(^{22}\) 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. 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.

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.

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23 Rudy Hariyono. *op.cit*, Page. 270
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. 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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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 subordinating 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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2. Arabic Fi’il Madhi

Arabic has standardization of word but more comprehensive that use (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 وَزْن. 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 mudhorī’ (present tense), fi’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. The supletion of verb by adding ُّ 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:

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) and each of word has different functions based on the وزن. There are the tables of the kinds of tsulatsi:

a. *Tsulatsi Mujarrad* (ثلاثى مجرد)

<table>
<thead>
<tr>
<th>Function</th>
<th>وزن (patterns)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active voice</td>
<td>فعل – يفعلُ</td>
</tr>
<tr>
<td></td>
<td>فعل - يفعلُ</td>
</tr>
<tr>
<td></td>
<td>فعل - يفعلُ</td>
</tr>
<tr>
<td></td>
<td>فعل - يفعلُ</td>
</tr>
<tr>
<td></td>
<td>فعل - يفعلُ</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Examples</th>
<th>Function</th>
<th>وزن (patterns)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zaid made Amr happy</td>
<td>Change the verb from intransitive to be transitive (متعدد)</td>
<td>فعل – يفعلُ</td>
</tr>
<tr>
<td>قطع زيد الحبل</td>
<td>للدلالة على التكرار</td>
<td></td>
</tr>
<tr>
<td>Zaid cut the rope</td>
<td>To show multiple meaning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>لنسبة المفعول إلى اصل الفعل</td>
<td></td>
</tr>
</tbody>
</table>

---

30 Ibid, Page.15.16.B
31 Ibid, Page.15.16.B
Zaid made Amr infidel

Zaid and Amr hit mutually

Allah doubled the blessing

I respected Zaid

The adventurer entered the evening

That country became wiped out

---

c. Tsulatsi Mazid bi Harfaini

<table>
<thead>
<tr>
<th>Examples</th>
<th>Function</th>
<th>وزن (patterns)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I respected Zaid</td>
<td>Change the verb from intransitive (نَزَم) to be transitive (مَتَعَدِّى)</td>
<td></td>
</tr>
<tr>
<td>The adventurer entered the evening</td>
<td>Entering something</td>
<td></td>
</tr>
</tbody>
</table>

---

32 Ibid, Page.15.16.B
<table>
<thead>
<tr>
<th>Action</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The peoples lived in peace</strong></td>
<td>The people came continually</td>
</tr>
<tr>
<td><strong>Zaid sick pretended</strong></td>
<td>To pretend</td>
</tr>
<tr>
<td><strong>The event which continually</strong></td>
<td>The effect or result of the action mutually between two or more than two people</td>
</tr>
<tr>
<td><strong>I broke the mirror, so that be broke</strong></td>
<td>The effect or result of the action which is broken</td>
</tr>
<tr>
<td><strong>Zaid encouraged himself</strong></td>
<td>To force</td>
</tr>
<tr>
<td><strong>Looked for of the explanation about something</strong></td>
<td>Endeavour</td>
</tr>
<tr>
<td><strong>I collected the camel, so that collected</strong></td>
<td>The effect or result of the action of collecting</td>
</tr>
<tr>
<td><strong>Zaid take the bread</strong></td>
<td>To take</td>
</tr>
<tr>
<td><strong>Zaid really tried</strong></td>
<td>To extremely the meaning</td>
</tr>
<tr>
<td><strong>I broke the mirror, so that be broke</strong></td>
<td>The effect or result of the action which is broken</td>
</tr>
<tr>
<td>Examples</td>
<td>Function</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td>I apologized to Allah</td>
<td>To claim some action</td>
</tr>
<tr>
<td>Settle at</td>
<td>Seems like</td>
</tr>
<tr>
<td>The land changed to be rock</td>
<td>To changes</td>
</tr>
<tr>
<td>Zaid was very hunchbacked</td>
<td>To be extremely</td>
</tr>
<tr>
<td>That date palm had already ripe</td>
<td>Seem like</td>
</tr>
</tbody>
</table>

d. Tsulatsi Mazid bi Salasati Ahrufin[^33] (ثلاثي مزيد بثلاثة أحرف (added by three letters))

[^33]: Ibid, Page.15.16.C
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 * الوزن*. There are the tables of *ruba‘i*:

a. **Ruba‘i**\(^{35}\)

<table>
<thead>
<tr>
<th>Function</th>
<th>وزن (patterns)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active voice</td>
<td>الفعل – يفعلن</td>
</tr>
</tbody>
</table>

b. **Mulhaq bi Ruba‘i**\(^{36}\)

<table>
<thead>
<tr>
<th>Function</th>
<th>وزن (patterns)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All the patterns make the sentence to be active voice</td>
<td>الفعل – يفعلن</td>
</tr>
</tbody>
</table>

---

\(^{34}\) Ibid, Page.15.16.C  
\(^{35}\) Ibid, Page.15.16.C  
\(^{36}\) Ibid, Page.15.16.C
c. *Ruba’i Mazid bi Harfin*\(^3\) (رباعى مزید بحرف)

<table>
<thead>
<tr>
<th>Examples</th>
<th>Function</th>
<th>وزن (patterns)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I rolled the rock, so the rock was rolled</td>
<td>The effect or result of</td>
<td>الفعل ينقطع</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Examples</th>
<th>Function</th>
<th>وزن (patterns)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I collected the camel, so that collected</td>
<td>The effect or result of</td>
<td>الفعل ينقطع</td>
</tr>
</tbody>
</table>

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*)\(^3\). In this case the writer wills concern in *fi’il madhi* form:

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\(^3\) Ibid, Page.15.16.D
38 Ibid, Page.15.16.D
In Arabic perception we called *Fi’il madhi mabni ma’lum aw mabni lilfa’il* by active voice⁴⁰, the pattern is as followed:

<table>
<thead>
<tr>
<th>موقع الفاعل (kinds)</th>
<th>فعل (verb)</th>
<th>ضمير (pronoun)</th>
</tr>
</thead>
<tbody>
<tr>
<td>مفرد مذكر غائب</td>
<td>فعل</td>
<td>هو (he, masculine)</td>
</tr>
<tr>
<td>تثنية مذكر غائب</td>
<td>فعلًا</td>
<td>هما (he double)</td>
</tr>
<tr>
<td>جمع مذكر غائب</td>
<td>فعلًا</td>
<td>هم (them)</td>
</tr>
<tr>
<td>مفرد مؤنث غائبة</td>
<td>فعلت</td>
<td>هي (she, feminine)</td>
</tr>
<tr>
<td>تثنية مؤنث غائبة</td>
<td>فعلتانا</td>
<td>هما (she double)</td>
</tr>
<tr>
<td>جمع مؤنث غائبة</td>
<td>فعلن</td>
<td>هن (them)</td>
</tr>
<tr>
<td>مفرد مذكر مخاطب</td>
<td>فعلت</td>
<td>انت (you, masculine)</td>
</tr>
<tr>
<td>تثنية مذكر مخاطب</td>
<td>فعلتما</td>
<td>انتما (you double)</td>
</tr>
<tr>
<td>جمع مذكر مخاطب</td>
<td>فعلتم</td>
<td>النتم (you plural)</td>
</tr>
<tr>
<td>مفرد مؤنث مخاطبة</td>
<td>فعلت</td>
<td>انت (you, feminine)</td>
</tr>
<tr>
<td>تثنية مؤنث مخاطبة</td>
<td>فعلتانا</td>
<td>انتما (you double)</td>
</tr>
<tr>
<td>جمع مؤنث مخاطبة</td>
<td>فعلن</td>
<td>انتم (you plural)</td>
</tr>
<tr>
<td>متكلم وحده</td>
<td>فعلت</td>
<td>أنا (I)</td>
</tr>
<tr>
<td>متكلم مع الغير</td>
<td>فعلنا</td>
<td>نحن (we)</td>
</tr>
</tbody>
</table>

If we want to make an Arabic sentence in active form we must follow the rule, actually the rule is located on vowel of word⁴¹. Active

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⁴¹ Ibid, Page.16
voice follow the rule that first letter vowel by *fathah* (ۢ) as فُعال for example:

2. Fi’il Madhi Mabni Lilmajhul aw Mabni Lilmaf’ul (فعل ماضي مبني للجهول أو مبني 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:

<table>
<thead>
<tr>
<th>الوقت للفاعل (kinds)</th>
<th>الفعل (verb)</th>
<th>ضمير (pronoun)</th>
</tr>
</thead>
<tbody>
<tr>
<td>مفرد مذكر غائب</td>
<td>فعلٍ</td>
<td>هو (he, masculine)</td>
</tr>
<tr>
<td>تنتية مذكر غائب</td>
<td>فعلا</td>
<td>هما (he double)</td>
</tr>
<tr>
<td>جمع مذكر غائب</td>
<td>فعلوا</td>
<td>هم (them)</td>
</tr>
<tr>
<td>مفرد مؤنث غائبة</td>
<td>فعلت</td>
<td>هي (she, feminine)</td>
</tr>
<tr>
<td>تنتية مؤنث غائبة</td>
<td>فعتنا</td>
<td>هما (she double)</td>
</tr>
<tr>
<td>جمع مؤنث غائبة</td>
<td>فعلن</td>
<td>هن (them)</td>
</tr>
<tr>
<td>مفرد مذكر مخاطب</td>
<td>فعلت</td>
<td>انت (you, masculine)</td>
</tr>
<tr>
<td>تنتية مذكر مخاطب</td>
<td>فعتما</td>
<td>انتما (you double)</td>
</tr>
<tr>
<td>جمع مذكر مخاطب</td>
<td>فعلتم</td>
<td>انتم (you plural)</td>
</tr>
<tr>
<td>مفرد مؤنث مخاطبة</td>
<td>فعلت</td>
<td>انت (you, feminine)</td>
</tr>
<tr>
<td>تنتية مؤنث مخاطبة</td>
<td>فعتما</td>
<td>انتما (you double)</td>
</tr>
<tr>
<td>جمع مؤنث مخاطبة</td>
<td>فعلن</td>
<td>انتم 99 (you plural)</td>
</tr>
<tr>
<td>متكلم وحده</td>
<td>فعلت</td>
<td>أنا (I)</td>
</tr>
<tr>
<td>متكلم مع الغير</td>
<td>فعتنا</td>
<td>نحن (we)</td>
</tr>
</tbody>
</table>

\(^{42}\) Ibid, Page.17
Passive voice follow the rule that first letter vowel by *dhommah* (ذ) and letter before the end vowel by *kasroh* as for example:  

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. For examples:

<table>
<thead>
<tr>
<th>NO</th>
<th>English simple past tense</th>
<th>Arabic fi’il madhi (فعل الماضي)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ahmad felt (S + V)</td>
<td>سقط أحمد (V + S)</td>
</tr>
<tr>
<td>2</td>
<td>The cat slept in the house (S + V)</td>
<td>نامت الهرة في البيت (V + S)</td>
</tr>
<tr>
<td>3</td>
<td>I saw the dog (S + V + O)</td>
<td>نظرت الكلب (V + S + O)</td>
</tr>
<tr>
<td>4</td>
<td>He hit the dog (S + V + O)</td>
<td>هو ضرب الكلب (V + S + O)</td>
</tr>
<tr>
<td>5</td>
<td>Fatimah opened the door (S + V + O)</td>
<td>فتحت فاطمة الباب (V + S + O)</td>
</tr>
</tbody>
</table>

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 في 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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33 Ibid, Page.17
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). 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 ﷽ 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 أحمد المرأة (fi’il madhi) means Ahmad broke the mirror (simple past tense)
كسرت فاطمة المرأة (fi’il madhi) means Fatimah broke the mirror (simple past tense).

2) أحمد و علي أكل البرتقال (fi’il madhi) means Ahmad and Ali ate the orange (simple past tense).
فاطمة و فلانة اكلت البرتقال (fi’il madhi) means Fatimah and Fulanah ate the orange (simple past tense).

3) هم قرأوا الكتاب (fi’il madhi) means They read the book (simple past tense)
هن قرأوا القرآن (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

masculine subject) form but Fatimah is called by *mufrad mu’annas ghoi’bah* (singular in feminine subject) by adding suffix `تْ. 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 ١ in double masculine subject and ٢ 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 ١ and *Hunna* is called by *jama’ muannas gho’ibah* by adding ٢ with same meaning.⁴⁶

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

<table>
<thead>
<tr>
<th>Sentences</th>
<th>English (simple past tense)</th>
<th>Arabic (<em>fi’il madhi</em>)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Simple sentence</td>
<td><em>Ahmad broke the mirror</em></td>
<td>كسر أحمد المرأة</td>
</tr>
<tr>
<td>(positive, negative and</td>
<td><em>Ahmad didn’t break the mirror</em></td>
<td>هِل كسر أحمد المرأة</td>
</tr>
<tr>
<td>interrogative)</td>
<td><em>Did Ahmad break the mirror?</em></td>
<td></td>
</tr>
<tr>
<td>2. Simple sentence</td>
<td><em>Fatimah broke the mirror</em></td>
<td>كسرت فاطمة المرأة</td>
</tr>
<tr>
<td>(active and</td>
<td><em>The mirror was</em></td>
<td>كسرت المرأة</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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), nahi (letter of fi’il nahi) or ل (the family of كان (the family 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\textsuperscript{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\textsuperscript{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:

<table>
<thead>
<tr>
<th>NO</th>
<th>English (simple past tense)</th>
<th>Arabic (fi’il madhi)</th>
</tr>
</thead>
</table>


I talked with you yesterday
You went to school this morning
She watched the television last night
Ahmad helped him last week
Fatimah wrote the lesson this morning

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

<table>
<thead>
<tr>
<th>Regular</th>
<th>Irregular</th>
</tr>
</thead>
</table>
| 1. Farid studied English (simple past tense)  
* علم فرد الإنجليسيَة (fi’il madhi)  
Fatimah studied English (simple past tense)  
* علمت فاطمة الإنجليسيَة (fi’il madhi)  
2. Farid and Ali studied English (simple past tense)  
* فرد و على علمًا الإنجليسيَة (fi’il madhi)  
Fatimah and Fulanah studied | 1. Ali ate the rice (simple past tense)  
* اكل على الرز (fi’il madhi)  
Fulanah ate the rice (simple past tense)  
* اكلت ثلاثة الرز (fi’il madhi)  
2. Ahmad and Ali ate the orange (simple past tense)  
* أحمد و على اكلًا البرتقال (fi’il madhi)  
Fatimah and Fulanah ate |

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.

   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.  

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. 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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32Nurul 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. 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”.