

**THE EFFECTIVENESS OF
ENGLISH-ARABIC COMBINED TASK
TO IMPROVE LEARNERS' 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)**

FINAL PROJECT

Submitted in partial fulfillment of the requirement
For the degree of Bachelor of Islamic Education
In English Language Education



By
BADIATIN KHOLISOH
053411114

**TARBIYAH FACULTY
WALISONGO STATE INSTITUTE FOR ISLAMIC STUDIES
SEMARANG
2010**

ADVISOR APPROVAL

Date

Signature

Siti Tarwiyah, M.Hum.
Advisor I

21 / 12 / 2009







Prof. Dr. H. Ibnu Hadjar, M.Ed
Advisor II

19 / 1 / 2010



THESIS RATIFICATION

	Date	Signature
<u>Dra. Muntholi'ah, M.Pd</u> Chairman	<u>July. 27/10</u>	
<u>Siti Tarwiyah, MM, M.Hum</u> Secretary	<u>July 1, 2010</u>	
<u>Siti Mariam, M.Pd</u> Member	<u>June 30, 2010</u>	
<u>Drs. Sugeng Ristiyanto, M.Ag</u> Member	<u>June 30, 2010</u>	



ABSTRACT

Badiatin Kholisoh (Student Number: 053411114). The Effectiveness of English-Arabic Combined Task to Improve Learners' Understanding on Grammatical Pattern of English Simple Past Tense (An Experimental Research with Ten Graders of MA Matholi'ul Huda Bugel Kedung Jepara in the Academic Year of 2009/2010). Thesis, Semarang: Bachelor program of English Language Education of Walisongo State Institute for Islamic Studies, 2010.

Key Words: Language, contrastive analysis hypothesis, task, task based teaching, English-Arabic combined task, English uncombined task.

The background of the study is based on the phenomena that in MA Matholi'ul Huda Jepara students' Arabic is more dominant than English. In fact religious lessons there use Arabic language more. Consequently, their Arabic understanding is higher than English. The researcher tries to facilitate the students' understanding on grammatical pattern in English simple past tense by using contrastive analysis and English-Arabic combined task especially on English simple past tense and Arabic *fi'il madhi*.

The problem of this research can be stated as follow: 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?

This research is an experimental study. The data is obtained by giving test to the experimental class and the control class after being given different treatments. The number of the subjects is 32 in each class. They are XB is the control class (the students who are taught using English uncombined task), XF is the experimental class (the students who are taught using English-Arabic combined task) and XA is the try out class. The instrument used to collect the data is test. There are two kinds of test. They are pre-test and post test. Before items of the test were given to the students, the writer gave tryout test to analyze validity, reliability and difficulty level of each item.

The result of the research: 1) the mean of task score of experimental class (the students taught using English-Arabic combined task) is 81.44. The mean of task score of control class (the students taught using English uncombined task) is 75.69. There is a difference in task score between students taught using English-Arabic combined task and those taught using English uncombined task. It is showed by the mean of experimental class is higher than control class ($81.44 > 75.69$). On the other hand, the test of hypothesis using t-test formula shows the value of the t-test is higher than the value of the t-table. The value of t-test is 2.44 while the value of t-table on $\alpha = 5\%$ is 1.66 ($2.44 > 1.66$). The hypothesis is accepted.

The result of this study is expected to be an information material for teachers especially English teachers in teaching grammar.

A THESIS STATEMENT

I certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other writer's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Semarang, 23 June, 2010

The Writer,

Badiatin Kholisoh

NIM: 053411114

MOTTO

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

(Al-Hujurat: 13)

“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).”¹

¹Harun Yahya, *Qur'an Translation*. <http://www.harunyahya.com/qur'antranslation49.php>. (1 November 2008 10:12 AM)

DEDICATION

I dedicated this thesis to:

- 1. Beloved parents, Drs. H. Masjhadi Fasja, M.Si and Dra. H. Cholilah Mawardi, also my brother Dliya'ul Adlha who never stop loving me*
- 2. My Beloved family who always supports me*
- 3. All my best friends M. Kholil, Ila, Iin, Indra, Hani, Dewi, Nisa, and Vita, thanks for your help*
- 4. All the member of "The Snockers" who always support me finish my thesis*
- 5. Everybody who help me finish this thesis that can not I tell one by one*

ACKNOWLEDGEMENT

First, the writer praises to Allah, the Almighty, for the blessings and mercies in the guidance to finish this thesis entitled THE EFFECTIVENESS OF ENGLISH-ARABIC COMBINED TASK TO IMPROVE LEARNERS' 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)

In this opportunity, the writer extends gratitude to:

1. The dean of Tarbiyah faculty IAIN Walisongo Semarang, Prof. Dr. H. Ibnu Hadjar, M.Ed.
2. Siti Tarwiyah, M.Hum as the head of English department.
3. My first and second advisor, for their patience in providing continuous and careful guidance as well as encouragement, indispensable suggestions, and advice.
4. Anis Sundusiyah, MA for guidance and advice.
5. H. Abdul Rofiq, LC as the headmaster MA Matholi'ul Huda Bugel Kedung Jepara who had allowed me to carry out the research in his school.
6. Mr. Kasio, S. Pd and Mrs. Siti Istiqomah, S. Pd as the English teacher of XB, XF and XA who had helped me in conducting the research in their school.
7. The students of 10th grade class A, B and F, thanks for the cooperation, and also the school administration staff.
8. Beloved father, mother and brother
9. Beloved family
10. All my best friends
11. All the member of "The Snockers"
12. All friends in the English department and the boarding house.

Finally, I realize that I cannot complete this final project without the help of others. Many people have helped me during the writing this final project and it would be impossible to mention of all them. The writer realizes that this thesis is still far from being perfect. The writer has a great expectation that this thesis will be beneficial and useful for the writer and the readers.

Semarang, 23 June, 2010

The writer,

Badiatin Kholisoh

053411114

TABLE OF CONTENT

PAGE OF TITLE.....	i
ADVISOR ADPROVAL.....	ii
THESIS ADPROVAL.....	iii
ABSTRACT.....	iv
THESIS STATEMENT.....	v
MOTTO.....	vi
DEDICATION.....	vii
ACKNOWLEDGEMENT.....	viii
TABLE OF CONTENT.....	x
CHAPTER I INTRODUCTION	
A. BACKGROUND OF THE STUDY.....	1
B. REASON FOR CHOOSING THE TOPIC.....	2
C. RESEARCH QUESTION.....	3
D. OBJECTIVES OF THE STUDY.....	4
E. SCOPE OF THE STUDY.....	5
F. SIGNIFICANCE OF STUDY.....	5
CHAPTER II LITERATURE REVIEW AND HYPOTHESIS	
A. ENGLISH AND ARABIC LANGUAGE.....	7
B. TASK.....	10
1. English-Arabic Combined Task.....	10
2. English Uncombined Task.....	12
C. ENGLISH SIMPLE PAST TENSE AND ARABIC FI'IL MADHI.....	13
1. English Simple Past Tense.....	13
a. Based on the sentence.....	14
b. Based on the form of the sentence.....	17
c. Based on the structure of the clause.....	19
2. Arabic Fi'il Madhi.....	21

a. Based on the sentence.....	21
b. Based on the form the sentence.....	27
3. The Differences Between English Simple Past Tense and Arabic Fi'il Madhi.....	30
4. The Similarities of English Simple Past Tense and Arabic Fi'il Madhi.....	35
D. PREVIOUS RESEARCH.....	36
E. HYPOTHESIS.....	37
CHAPTER III RESEARCH METHODOLOGY	
A. THE RESEARCH APPROACH.....	38
B. SETTING AND PARTICIPANTS.....	38
C. VARIABLES.....	39
D. POPULATION AND SAMPLE.....	39
E. TECHNIQUE OF DATA COLLECTION.....	40
F. TECHNIQUE OF DATA ANALYSIS.....	40
CHAPTER IV RESEARCH FINDING AND ANALYSIS	
A. Description of the Result Research.....	49
B. The Data Analysis and Test of Hypothesis.....	50
1. The Data Analysis.....	50
2. The Hypothesis Test.....	65
C. Discussion of Research Finding.....	66
D. Limitation of the Research.....	67
CHAPTER V CONCLUSION AND RECOMMENDATION	
A. CONCLUSION.....	68
B. RECOMMENDATION.....	68
REFERRENS	
APPENDIXES	