

## CHAPTER I

### INTRODUCTION

The first chapter is presents all components in introduction such as a background of research, statements of problem, research objectives, research significance, and definition of key terms.

#### 1.1 Background of Research

In the world of languages, there are techniques to identify and learn languages. One of them is the contrastive analysis technique. It will get easier to know more about languages. The most important part of this study is paying attention to the process of identifying verb markers. In contrast to language, the object of the language needs more than a language. Therefore, this research analyzes English and Arabic which are the most popular languages in the world.

Both those languages have their unique style from every side of the language. English is a foreign language that is an international language in the world and it has twelve verb tenses as a form of information that describes when activities occur. While Arabic is known as the language that is always learned by Moslems especially Indonesian because most of its population are Islamic, it has three verb tenses that are used to describe when something happens (Setiawan, 2018, p. 10).

The important thing why people must learn many languages is the value that made every person have a high quality of life. People can go to many places, cities, and countries by mastering English as the International language. Muslims in the Eastern country used Arabic as the local language which has many accents and manners. In the education field, the lesson of the language is always found in the curriculum of the school, because it has many benefits for the students. In some companies, the leader of the office will accept a newcomer that has skills in the language, even English, Chinese, Arabic, or other languages. For every young generation, language is used to earn money, by being a translator, interpreter, or tour guide for communicating with the native. The method to master many languages is by knowing the differences and similarities between the first and the second language.

People have to know the method of finding the easiest way to study languages, then people can speak more than one language fluently. Because of that reason, the researcher decides to take the study Contrastive Analysis. It focuses on analyzing similarities and differences between the first and the second language. Contrastive Analysis (CA) is used for learning a second language or foreign language by knowing the differences and similarities between both two languages. The process of learning the second language is not only to compare the linguistic and language system which are found in both languages but it is also used to find and know the cultural background that exists in the first and the second language (Tanjung & Zainuddin, 2015, pp. 48-50).

In the English studies, the study that focus on systematic language courses are called linguistics. Linguistics is a scientific studies that discusses and describes the study that is related to the language, they are semantics, phonetics, syntax, and morphology. The studies of the language has some differences and similarities in the language learning process. Because the existence of differences between two languages will cause difficulties in the process of language learning. The learner of the language will find the characteristics and main points in both languages. (Uktolseja, Sujaja, & Matinahoru, 2019, p. 1).

Contrastive Analysis is an effective way to analyze some differences and similarities between two languages. The learner will get the main point to know the step of study the language. By doing Contrastive Analysis, characteristics of each language that are similar will be simple for people to understand, and characteristics that are different will be difficult. It shows that Contrastive analysis is the process to compare the similarities and differences between L1 and L2. Fries and Lado (1957) who are the pioneers of Contrastive Analysis declare that the similarities in both of those languages will make it easier in the language learning process, but the differences that exist between both languages will produce any errors and difficulties (Royani & Alawiyah, 2017, pp. 1-2).

The word contrastive analysis consists of two words and meanings, they are contrastive and analysis. Contrastive is the study of a linguistics approach that analyzes differences and similarities between two or more languages. The function of

the contrastive study is to make every learner get ease in language learning by identifying the differences and similarities between both languages. While analysis is a process of breaking down the topic or discussion to be more specific. By doing analysis the researcher produces a better understanding (Syarifah, 2019, pp. 1-2).

The process of contrastive analysis is divided into some parts, they are syntactic analysis, pragmatic analysis, and grammatical analysis. Syntactic analysis is an analysis that focuses on breaking down the root of the word and sometimes it shows the relationship between sentences. The pragmatic analysis focuses on the use of two languages in the real life. While grammatical analysis is a process of analysis that concern the structure between two languages. Because of those parts, the researcher will choose the best analysis that is suitable for the research.

Because a contrastive analysis focuses on analyzing similarities and differences between the first and the second language, this study aims to show people that learning languages are easy, especially English and Arabic. The pioneer of the contrastive analysis study is Robert Lado. Contrastive analysis is used for learning a second language or foreign language by knowing the differences and similarities between two languages. The process of learning the second language is not only to compare the linguistics and language system which are found in both languages. But, to find and know the cultural background that exists in the first and the second language (Tanjung & Zainuddin, 2015, pp. 48-50).

By doing contrastive analysis, those elements that are similar to this native language will be simple to understand by the learner, and those elements that are different will be difficult. It shows that contrastive analysis is the way to compare the similarities and differences between L1 and L2. Fries (1945) and Lado (1957) described that the similarities in both of those languages will make it easier in the language learning process, but the differences that exist between both languages will produce errors and difficulties in learning the two languages (Royani & Alawiyah, 2017, pp. 1-2).

In a contrastive analysis process, the researcher will show the characteristic of the two languages. In the linguistics field, contrastive analysis is also known as a part of linguistics study that compares two languages, between L1 and L2, or it can be called SL (Source Language) and TL (Target Language). In this research, English has a position as SL (Source Language), and Arabic has a position as TL (Target Language). Then, the researcher will break down the way to study the TL from SL (Andiansyah, 2015, pp. 2-4).

Many things can be contrasted in terms of language. One of them is about verb markers between English and Arabic. To know the similarities and differences between English and Arabic, the researcher marks the verb that exists in both of those languages. In this case, the verb that will be analyzed is an activity in the present time which is called the present tense. It is because the present tense is a form that talks about the present or talks about the future and it is the form of sentence that is often

spoken every time. Then, the researcher will break down all verb markers of English and Arabic present tense. Specifically, this research will analyze the contrastive verb markers of English and Arabic present tense. By knowing the similarities and differences between verb markers of English and Arabic present tense, then people who want to learn both of those languages will be more interested in the language learning process.

Some previous studies that discuss related to this topic are observed by Tanjung and Zainuddin (2015) entitled *A Contrastive of English and Arabic Tenses*. This study explains all tenses in English and Arabic by giving an example of them, then exactly finding the similarities and differences. While this topic explains English and Arabic present tense, and it can be more specific (Tanjung & Zainuddin, 2015, pp. 48-50).

Another research related to this topic has previously been observed by Hasanah (2020) entitled *Contrastive Analysis between English and Arabic Verbal Sentences*. This study focuses on the similarities and differences in verbal sentences between English and Arabic. It only discusses general topics because verbal sentences have many types of them. While this topic needs to find the verb markers of English and Arabic present tense (Hasanah, 2020, pp. 9-10).

Based on the description above, the researcher would like to prove the English and Arabic present tense has similarities and differences by giving the verb markers.

Therefore, this study is conducted under the title “VERB MARKERS OF ENGLISH AND ARABIC PRESENT TENSE (A CONTRASTIVE ANALYSIS)”.

### **1.2 Statements of Problem**

The main problem of this research is how to find the similarities and differences of verb markers in English and Arabic present tense based on the background. This study is formulated by two statements of the problem as follows:

1. What are the differences of verb markers in English and Arabic present tense?
2. What are the similarities of verb markers in English and Arabic present tense?

### **1.3 Research Objectives**

Based on the formulation in the statements of the problem, this study has two purposes as follows:

1. To identify the differences of verb markers in English and Arabic present tense.
2. To find out the similarities of verb markers in English and Arabic present tense.

### **1.4 Research Significance**

Theoretically, the study of contrastive analysis can give more knowledge about identifying similarities and differences between two languages. The researcher will identify English and Arabic as the object of the research. Learning English and Arabic is important because English is the international language in the world and Arabic is a unique language that has its style. By doing this research, the researcher

helps students to understand English and Arabic easier. The researcher presents the form of verb markers in English and Arabic Present Tense. Practically, this study is helpful to give more references, especially for English students in study Arabic. Additionally, the teachers of educational institutions can practice English and Arabic at the same time to increase the material for teaching English and Arabic.

### **1.5 Definition of Key Terms**

Some definitions below are the key terms to clarify what is in this study:

1. Verb Markers is a technique to mark or write something by the mark. Verb markers between English and Arabic can be shown by affixes in every word of verbs. The first example is the word “read” in “She reads a book” added by –s which is suffixing. While in Arabic, the word *هي تقرأ في قرأ* must be added by “ta” as being prefix. The second example is the verb of English present tense doesn’t change in some of the subjects, such as 1st and 2nd person singular pronoun. While the verb markers of Arabic present tense is always changing according to the subject.
2. Contrastive Analysis is a method to analyze similarities and differences between two languages. By comparing the similarities and differences, the learner will get more interesting to learn both languages.
3. Present Tense is a verb tense that talks about activity in the present time. The verb of the present tense is always used the verb 1 even in a regular or



irregular verb. For example, I eat in the morning. The verb “eat” is verb 1 of simple present tense form.

4. English present tense is a very important tense for learning English. Because tenses that are used every day are present tense. Kinds of present tense are simple present tense, present continuous tense, present perfect tense, and present perfect continuous tense.
5. Arabic present tense which is called *فعل المضارع* is a verb that told about activity in the present time, and it is could be future tense if the word added by *-sa* as a prefix at the beginning of words. “*Fi’il mudhori*” has prefixes such as “*alif, ta, ya, and nun*”.

