

CHAPTER I INTRODUCTION

A. The Background of the Study

Studying Arabic is compulsory for moslems in order to help grasp the content of the Qur'an. Studying the Qur'an means studying its language. Hence, Arabic is not only used as a means of communication among people but also used as the interaction between human and god which is realized through prayers.

According to James (1980:8) bilingualism refers to the possession of two languages by an individual or society. Bilingualism is not the study of individual single languages, nor of language in general, but of the possession of two languages. Nowadays some countries use bilingual teaching. The purpose of this method is to accelerate the quality of education improvement toward students from various social groups so as to achieve alignment to mastering science and language. Islamic Boarding School is one of the educational institutions in Indonesia that implement the bilingual method in learning systems with the aim to get the alignment quality of education, both at the national and international scope. In some boarding school, English and Arabic language are used in daily communication both among students, students and teachers, and among teachers in one area of boarding school.

Arabic language has given a lot of vocabulary to other languages. The purpose of learning Arabic language in Islam is to understand the meaning of the Qur'an and al-Hadits as the Islamic law and understanding religion books also Islamic

culture written in Arabic. As one of the international language, Arabic definitely has its own system and characteristics which makes it different from another language, for instance English. Leech (2004) stated that every language has its peculiar problems of meaning for the foreign learner. Many people would agree that in the English language, some of the most troublesome yet fascinating problems are concentrated in the area of the finite verb phrase, including, in particular, tense, aspect, mood, and modality Both English and Arabic have some similarities and differences in the grammatical forms.

Arabic is not complicated as long as it is continuously studied and practiced. Arabic learners should not hesitate to start speaking it. The problem is how to improve the quality of the language seeing at the number of speaker who prefer to speak in English than in Arabic which still considered by most people especially students as the most difficult language even some students regard Arabic language into something scary.

Related to this research, Khafaji (1972) studied about “Description and Contrastive Analysis of Tense and Time in English and Arabic” found that the foregoing analysis and comparison of tenses in English and Arabic reveal various important aspects of the tense system of both languages. Two tenses may be formally similar, yet they are used in the two languages to indicate different functions. Ihsan (2011) on his research entitled “Perilaku Berbahasa di Pondok Pesantren Adlaniyah Kabupaten Pasaman Barat” found that some factors that influenced language behaviour of students in Adlaniyah boarding school were mother language, age, motivations, habits, teachers, and environment. In this case

the motivation is students desire in choosing English and Arabic language for communicating. The existence of this language habit is the most powerful factor why most people especially students prefer to communicate in English than in Arabic language which has difficulties that clearly found in grammatical forms. As the student who has studied in Islamic boarding school that implemented the bilingual method, the researcher assumes that the major factor causing the Arabic language seems very difficult for students is Arabic has many vocabularies (mufradat), variative synonyms and antonyms, the complexity of word changing from noun to verb, singular to plural form, and also the changes of final line (harakat) in each verb that affect its meaning. As well as many typical terms, it creates notion that somebody learning Arabic language needs to memorize and understand all those terms.

The researcher is interested in doing the research by comparing two languages both English and Arabic through their grammatical forms. Comparing two languages is interesting to be conducted since it deals with finding out the similarities and differences along with its functions and types. In this research, the researcher is going to analyze and discuss the comparison of English and Arabic language dealing with Tenses.

B. The Problem of the Study

The problems of the study were formulated as the follows:

1. What are the similarities of Tenses in English and Arabic language ?
2. What are the differences of Tenses in English and Arabic language ?
3. How are the similarities and differences of two languages applied in language teaching and learning ?

C. The Objective of the Study

The objective of this study is used to answer the questions or the problems of the study. It will be useless if an analysis does not have its aim to be achieved. The objectives of the study are

1. to find out similarities of tenses in English and Arabic language.
2. to find out differences of tenses in English and Arabic language.
3. to elaborate the application of the similarities and differences of both languages in language teaching and learning.

D. The Scope of the Study

There are sixteen types of tenses in English. The discussions only focuses on the main tenses of English, namely Present, Past, and Future, compared to Arabic language in terms of finding out the similarities and differences both English and Arabic language.

E. The Significance of the Study

The findings of the study are expected to be useful for:

1. Theoretically

This study is expected to provide benefits theoretically, at least can be useful as a reference for language teaching and learning.

2. Practically

- a. English teachers or lecturers who are interested in the issue of bilingual teaching the subject matter of English and Arabic.
- b. English teachers who teach English in the Islamic Boarding School that used Arabic language as the main language used for communication.
- c. Students and those who are motivated to get more information and knowledge about contrastive analysis dealing with both English and Arabic languages.
- d. The researchers who are interested in conducting the similar study to get further information. This study can be addition and comparison to the theories related to tenses of English and Arabic language.