



**A Contrastive Analysis on the Verb Forms of Arabic and Their English
Translations in surah Al-baqarah in “The Qur’ān, Arabic Text with
Corresponding English Meanings”**

THESIS

Written by:

Galuh Diwasasri (130120201003)

**MASTER OF LINGUISTICS PROGRAM
FACULTY OF LETTERS
UNIVERSITY OF JEMBER**

2015



**A Contrastive Analysis on the Verb Forms of Arabic and Their English
Translations in surah Al-baqarah in “The Qur’ān, Arabic Text with
Corresponding English Meanings”**

THESIS

Written by:

Galuh Diwasasri (130120201003)

MASTER OF LINGUISTICS PROGRAM

FACULTY OF LETTERS

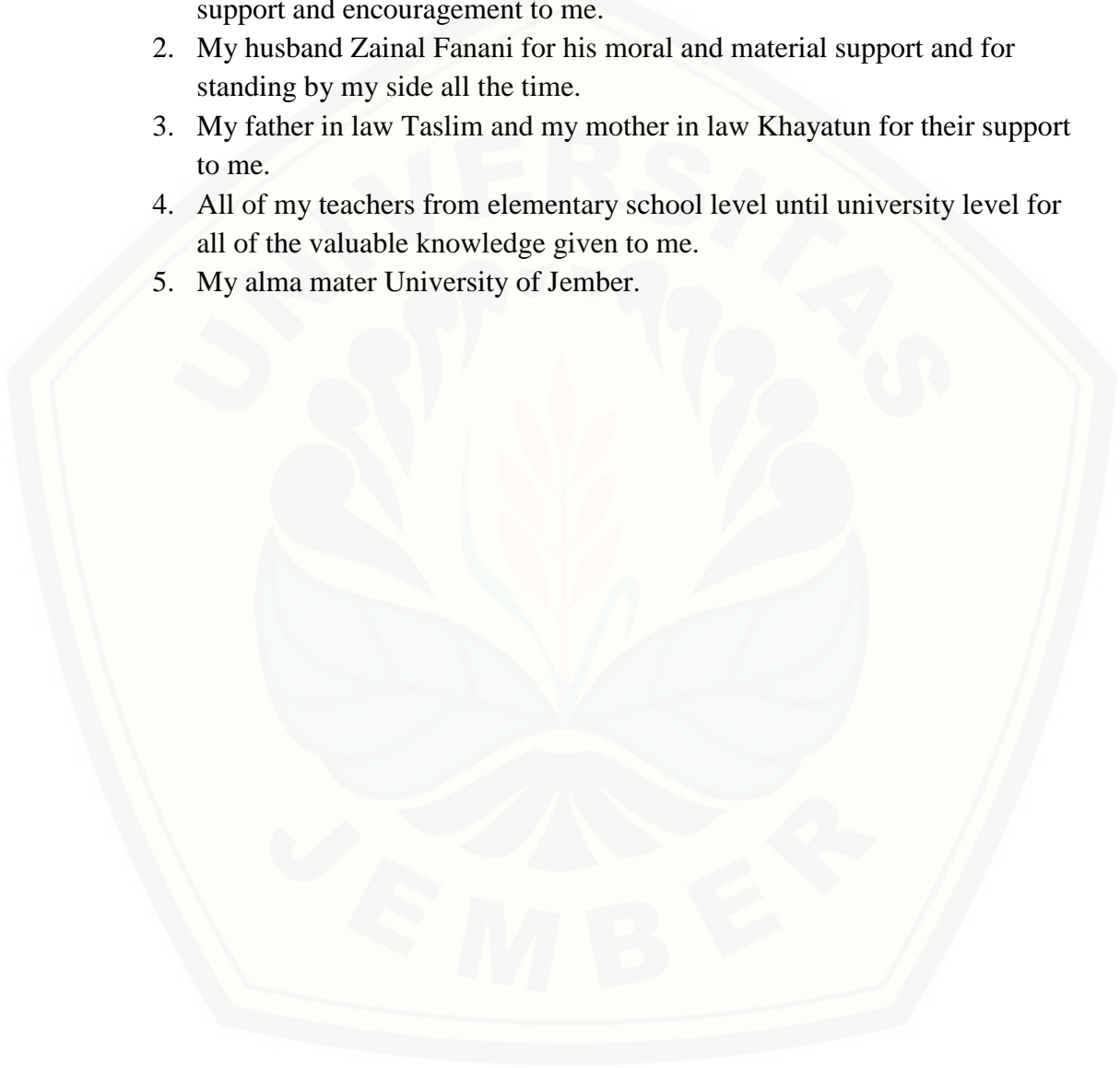
UNIVERSITY OF JEMBER

2015

DEDICATION

This thesis is dedicated to the following people:

1. My father Mulyono and my mother Pujiastuti for their moral and material support and encouragement to me.
2. My husband Zainal Fanani for his moral and material support and for standing by my side all the time.
3. My father in law Taslim and my mother in law Khayatun for their support to me.
4. All of my teachers from elementary school level until university level for all of the valuable knowledge given to me.
5. My alma mater University of Jember.



MOTTO

Our greatest weakness lies in giving up. The most certain way to succeed
is always to try just one more time.

(Thomas A. Edison)

Language is the key to the hearts of people.

(Ahmed Deedat)



DECLARATION

I hereby state that this thesis entitled: “A Contrastive Analysis on the Verb Forms of Arabic and Their English Translations in surah Al-baqarah in “The Qur’ān, Arabic Text with Corresponding English Meanings” is an original piece of writing. I declare that the analysis and results described in this thesis have never been submitted for any degree or any publications. I certify to the best of my knowledge that all sources used and any help received in any preparation of this thesis have been acknowledged.

Jember, October 3, 2015
The Writer,

Galuh Diwasasri
NIM. 130120201003

APPROVAL SHEET

A thesis entitled “A Contrastive Analysis on the Verb Forms of Arabic and Their English Translations in surah Al-baqarah in “The Qur’ān, Arabic Text with Corresponding English Meanings” is approved and accepted by the examination committee of Master of Linguistics Program, Faculty of Letters, Jember University.

Day : Wednesday

Date : November 11, 2015

Place : Faculty of Letters, Jember University

Examiner Team :

Chairperson,

Secretary,

Prof. Dr. Samudji, M.A.

Dr. Sukarno, M.Litt.

NIP 194808161976031002

NIP 196211081989021001

Member I,

Member II,

Dr. Hairus Salikin, M.Ed.

Drs. Albert Tallapessy, M.A. Ph.D

NIP 196310151989021001

NIP 196304111988021001

Approved by,

The Dean,

Dr. Hairus Salikin, M.Ed.

NIP 196310151989021001

SUMMARY

A Contrastive Analysis on the Verb Forms of Arabic and Their English Translations in surah Al-baqarah in “The Qur’ān, Arabic Text with Corresponding English Meanings”; Galuh Diwasasri, S.Pd., 130120201003; 2015: 96 pages; Master of Linguistics Program; Faculty of Letters; Jember University.

In this thesis the researcher investigates the similarities and the differences of the Arabic and English verb forms using contrastive method of analysis. The term contrastive analysis implies that two languages or more are described and analyzed. So, the main purpose of this research is to give a detailed description of the similarities and the differences between the languages compared. The results of this research are expected to help people who want to learn Arabic or English languages or people who want to translate Arabic into English or vice versa.

This research belongs to qualitative research which is done under the purpose to give a clear explanation about the object analyzed. Based on the source of the data, this research belongs to the deskwork research because the data are collected from library searches and the researcher is not necessary to go to the field to collect the data. The data of this research are the verb forms of English and Arabic sentences taken from the holy book entitled “*The Qur’ān, Arabic Text with Corresponding English Meanings*”. The data of this research considered as qualitative data. The data collection method that is used in this research is documentary method. The process of the data in this research is done in seven steps, which are; 1) data collection, 2) data tabulation, 3) data classification, 4) data validation, 5) data analysis, 6) explanation, and 7) conclusion.

From the research, it was found that the forms of Arabic and English verbs based on the classifications of aspects, tenses, moods, and subjects-verb agreement in surah Al-baqarah in “*The Qur’ān, Arabic Text with Corresponding English Meanings*” are quite different. In term of aspect and tenses there are two Arabic verb forms based on the classification of aspect, they are imperfect and perfect verbs. Arabic verb forms are not classified based on the classifications of

tenses. Tenses in Arabic verbs are determined from the sentences contexts. In contrast, English verb forms are classified based on the combination of tenses and aspects that represented in the twelve grammatical English tenses. Although there are twelve tenses in English, not all of those tenses are found, yet there are only seven English verb forms based on the classifications of tenses and aspects. Those seven verb forms are; verbs with present tense, present continuous tense, present perfect tense, past tense, past continuous tense, past perfect tense, and simple future tense.

In term of mood, there are four Arabic verb forms based on the classifications of moods, they are verbs with indicative mood, subjunctive, imperative, and jussive verbs, while English has three verb forms based on the classifications of moods which are verbs with indicative mood, subjunctive mood, and imperative mood. In term of subject, it is found that there are ten Arabic verb forms based on the classifications of subjects, they are verbs with first person singular subject, first person plural subject, second person singular masculine subject, second person dual masculine and feminine subject, second person plural masculine subject, third person singular masculine subject, third person singular feminine subject, third person dual masculine third person plural masculine subject, and third person plural feminine subject. Meanwhile in the translation version there are five English verb forms based on the classifications of subjects, which are verbs with first person singular subject, first person plural subject, second person singular or plural subject, third person singular subject, and third person plural subject.

The differences between Arabic and English verb forms found in surah Al-baqārah in "*The Qur'ān, Arabic Text with Translated English Meanings*" can be presented as follows. First, Arabic verb forms are only based on the aspects rather than tenses, tenses in Arabic verbs are depended on the context in the sentence, meanwhile English verb forms are based on the combination between tenses and aspects that are represented in the grammatical English tenses. Second, from the side of mood Arabic classifies its moods into indicative, subjunctive, jussive, and imperative, meanwhile English classifies its moods into indicative, subjunctive,

and imperative. This difference happens because the Arabic classifies the imperative into indirect imperative (that represented into jussive mood) and direct imperative. Third, from the aspect of subject-verb agreement, Arabic has more classification of verb forms based on the subject-verb agreement, because it classifies its subject based on the categories of person, number, and gender. Meanwhile English classifications of subject are only based on the number and person. In Arabic verb the subject can be seen from the verb form particularly because the suffixes that are adhered to the verb show the person, number, and gender of the subject. Meanwhile not all of the English verbs have clear sign of the person, number, and gender of the subject, that is why in the English sentence, subject has to be stated clearly.

ACKNOWLEDGEMENT

The writer would like to thank Allah SWT, the almighty for the mercy and blessing to the writer so that the writer is able to finish the thesis entitled “A Contrastive Analysis on the Verb Forms of Arabic and their English Translations in surah Al-baqarah in “The Qur’ān, Arabic Text with Corresponding English Meanings”

The writer also would like to thank to:

1. Dr. Hairus Salikin, M.Ed., the Dean of the Faculty of Letters, and Drs. Agus Sariono, M.Hum., the Head of Master Linguistics Department for their permission given to the writer to write the thesis.
2. Prof. Dr. Samudji, M.A., the writer’s first advisor and Dr. Sukarno, M.Litt., the writer’s second advisor for giving the time, guidance, advice, and their knowledge during the process of the thesis writing.
3. All of the lecturers of Master Linguistics Program for giving their valuable knowledge to the writer.
4. All of the librarians in the Faculty of Letters and Central Library of Jember University and all of the academic staffs of the Faculty of Letters who have served the writer well.
5. Dr. Raffid Abbas, M.A. and Drs. Hery Yudi S., M.Pd., for their support and knowledge given to the writer during the process of the thesis writing.
6. All of the writer’s friends in Master Linguistics Program in 2013/2014 academic year for the support, care, and spirit during the writer was having study on the Faculty of Letters in Jember University.
7. All of the related sides that cannot be mentioned one by one.

The writer will accept all of the criticism and suggestion from all sides for the perfection of this thesis. Finally, the writer hopes that this thesis can give much contribution for the writer herself and for other sides.

Jember, October 2015

The writer

TABLE OF CONTENTS

	Pages
COVER PAGE	i
TITLE PAGE	ii
DEDICATION	iii
MOTTO	iv
DECLARATION	v
APPROVAL SHEET	vi
SUMMARY	vii
ACKNOWLEDGEMENT	x
TABLE OF CONTENTS	xi
TRANSLITERATION GUIDE	xiii
LIST OF TABLES	xvi
LIST OF APPENDIXES	xvii
CAPTER 1. INTRODUCTION	
1.1 The Background of the Research	1
1.2 The Research Topic	4
1.3 The Research Problem	5
1.4 The Research Question	5
1.5 The Research Objectives	5
1.6 The Scope of the Study	6
1.7 The Research Significances	6
1.8 The Organization of the Thesis	7
CHAPTER 2. LITERATURE REVIEW	
2.1 The Review of the Previous Researches	8
2.2 The Review of the Related Theories	12
2.2.1 Contrastive Linguistics Analysis	13
2.2.1.1 Contrastive Analysis Method.....	14

2.2.2 Verb Forms	16
2.2.2.1 Arabic Verb Forms.....	19
a. Arabic Verb Forms Based on the Tense, Aspect, and Subject-verb Agreement	20
b. Arabic Verb Forms Based on the Mood	31
2.2.2.2 English Verb Forms	34
a. English Verb Forms Based on the Tense, Aspect, and Subject-verb Agreement	35
b. English Verb Forms Based on the Mood	36
2.3 The Theoretical Framework	38
 CHAPTER 3. RESEARCH METHODOLOGY	
3.1 Research Method.....	40
3.2 The Data of the Research	41
3.3 The Data Analysis	42
 CHAPTER 4. RESEARCH FINDINGS AND DISCUSSION	
4.1 Research Findings	47
4.2 Research Discussion.....	54
4.2.1 Tenses and Aspect.....	54
4.2.2 Mood	65
4.2.3 Subject-verb Agreement.....	72
4.3 The Benefits of Doing Contrastive Analysis on the Verb Forms of Arabic and English Found in the Surah Al-baqarah	89
 CHAPTER 5. CONCLUSION	91
REFERENCES.....	94
APPENDIXES	97

TRANSLITERATION GUIDE

The Arabic transliteration that is used in this research is the transliteration model based on the decree of the The Ministry of Religious Affairs and Ministry of National Education of Indonesian Republic, Number: 158/1987 dan 0543.b/U/1987.

Transliteration:

CONSONANT:

Arabic fonts	Transliteration	Explanation
ب	b	voiced bilabial stop
ت	t	voiceless unaspirated dental stop
ث	ṯ	voiceless interdental fricative
ج	j	voiced alveopalatal fricative
ح	ħ	voiceless pharyngeal fricative
خ	kh	voiceless velar fricative
د	d	voiced dental stop
ذ	ẓ	voiced interdental fricative
ر	r	voiced alveolar flap
ز	z	voiced alveolar fricative
س	s	voiceless alveolar fricative
ش	sy	voiceless alveopalatal fricative
ص	ṣ	voiceless velarised fricative
ض	ḍ	voiced dental velarised stop
ط	ṭ	voiceless dental velarised stop
ظ	ẓ	voiced velarised interdental fricative
ع	‘	voiced pharyngeal fricative

غ	g	voiced velar fricative
ف	f	voiceless labio-dental fricative
ق	q	voiceless unaspirated uvular stop
ك	k	voiceless unaspirated velar stop
ل	l	voiced alveolar lateral
م	m	voiced bilabial nasal
ن	n	voiced alveolar nasal
و	w	semi-vocal labio-dental
ه	h	voiceless glottal fricative
ي	y	semi-vocal medio-palatal

VOCAL:

1) Vocal

Sign	Name	Latin font	Explanation
اَ	<i>fathah</i>	a	mid central close unrounded
اِ	<i>Kasrah</i>	i	high back open unrounded
اُ	<i>ḍammah</i>	u	high back open rounded

2) Long Vocal

Sign	Name	Latin font	Explanation
اَ	<i>fathah and alif</i>	ā	a with upperline
اِ	<i>fathah and alif maqsurah</i>		
يِ	<i>Kasrah and ya</i>	ī	i with upperline
وِ	<i>ḍammah and wauw</i>	ū	u with upperline

3) Diphthong

Sign	Name	Latin font	Explanation
اِي	<i>fathah and ya</i>	ai	diphthong raised to front
اُو	<i>fathah and wauw</i>	au	diphthong raised to back

TA' MARBUTHAH

There are two transliterations for *ta' marbutah* (ة) which are:

a) *Vocalized ta' marbutah*

Ta' marbutah that receives *ḥarakat fathah*, *kasrah*, and *ḍammah*, the transliteration is /t/

b) *Stopped ta' marbutah*

Stopped ta' marbutah, or *ta' marbutah* that receives *ḥarakat sukun*, the transliteration is /h/

SYADDAH

Syaddah or *tasydid* in the Arabic writing system is represented with a certain marker (ّ) called *syaddah* marker or *tasydid* marker. In this transliteration the *syaddah* is represented with the same letter which is marked with the *syaddah* marker. Ex: نَزَّلَ represented with *nazzala*, رَبَّنَا represented with *rabbana*.

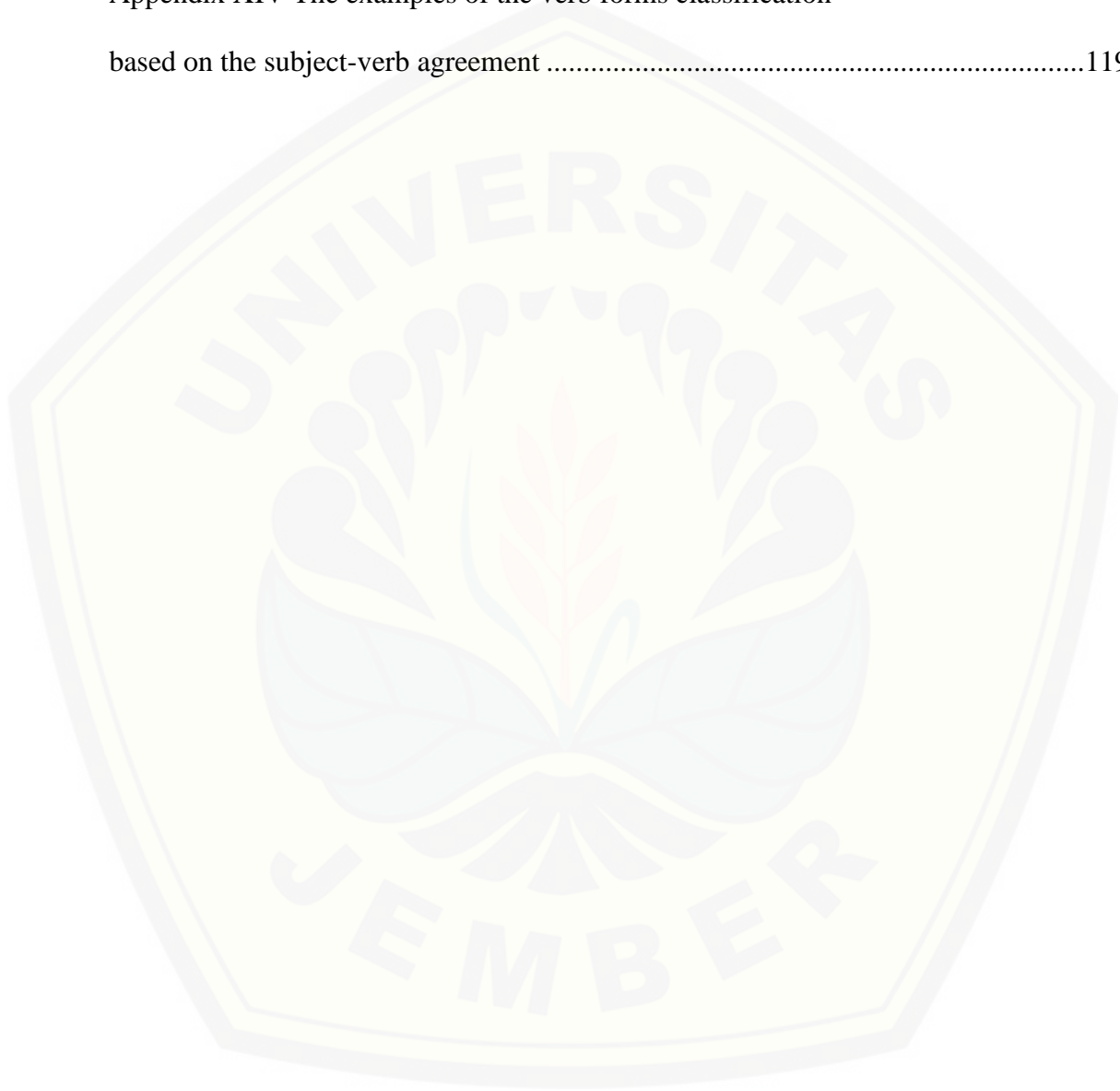
LIST OF TABLES

	Pages
Table 2.1 The Perfect Forms of Arabic Verb (فعل الماضي) <i>fi'il māḍi</i> for the first person.....	22
Table 2.2 The Perfect Forms of Arabic Verb (فعل الماضي) <i>fi'il māḍi</i> for the second person.....	22
Table 2.3. The Perfect Forms of Arabic Verb (فعل الماضي) <i>fi'il māḍi</i> for the third person	24
Table 2. 4. The Imperfect Forms of Arabic Verb (فعل المضارع) <i>fi'il muḍāri'</i> for the first person.....	25
Table 2.5 The Imperfect Forms of Arabic Verb (فعل المضارع) <i>fi'il muḍāri'</i> for the second person	26
Table 2.6. The Imperfect Forms of Arabic Verb (فعل المضارع) <i>fi'il muḍāri'</i> for the third person.....	27
Table 2.7 The Arabic verb forms based on the tenses, aspect, person, number, and gender	29
Table 2.8 the imperative mood of the verb in Arabic (فعل أمر) <i>fi'il 'amar</i>	33
Table 4.1 Arabic verb forms based on the aspect and subject-verb agreement	49
Table 4.2 English verb forms based on the tense and subject-verb agreement.....	52
Table 4.3 Imperfective verbs of Arabic and English found in in Al-baqarah.....	53
Table 4.4 Perfective verb of Arabic and English found in in Al-baqarah.....	53

LIST OF APPENDIXES

	Pages
Appendix I فعل المضارع <i>fi 'il muḍari'</i> of Arabic verb form with the simple present of English verb form	97
Appendix II فعل المضارع <i>fi 'il muḍari'</i> of Arabic verb form with the present continuous of English verb form	102
Appendix III فعل المضارع <i>fi 'il muḍari'</i> of Arabic verb form with the past continuous of English verb form	103
Appendix IV فعل المضارع <i>fi 'il muḍari'</i> of Arabic verb form with the future tense of English verb form.....	104
Appendix V فعل الماضي <i>fi 'il māḍi</i> of Arabic verb form with the past tense of English verb form.....	105
Appendix VI فعل الماضي <i>fi 'il māḍi</i> of Arabic verb form with the present perfect tense of English verb form	107
Appendix VII فعل الماضي <i>fi 'il māḍi</i> of Arabic verb form with the past perfect tense of English verb form.....	108
Appendix VIII فعل الماضي <i>fi 'il māḍi</i> of Arabic verb form with the simple present tense of English verb form.....	109
Appendix IX فعل المضارع <i>fi 'il muḍhari'</i> of Arabic verb form with the to infinitive of English verb form.....	110
Appendix X The Example of Verbs with Indicative Mood	111
Appendix XI The Example of Verbs with Subjunctive Mood.....	113

Appendix XII أمر <i>fi'il amar</i> of Arabic verb form with the imperative verb form of English verb form	115
Appendix XIII The Example of Verbs with Jussive Mood.....	117
Appendix XIV The examples of the verb forms classification based on the subject-verb agreement	119



CHAPTER 1. INTRODUCTION

This chapter explains the background of the research, the topic of the research, the problem of the research, the research questions, the objectives of the research, the research significances, and the organization of the research.

1.1 The Background of the Research

There are many languages that are used by people in the world to communicate, among them are Arabic and English. English is considered to have an important role in our life nowadays, especially because of global communication trend that enables people from one country easily communicate with other people from other countries. English is an international language that is used by people to communicate across countries. English also considered as an important means to gain knowledge, particularly because many books are written in English.

Arabic is also one of the languages that are used by people in the world to communicate. Arabic is also used in worship rituals of Islamic religion and in Islamic Holy book, Qur'ān. It is important for Muslim people to understand Arabic, especially because this language is the key for them to learn their holy book to understand Islam well. From the explanation above, it can be concluded that mastering Arabic and English is very important. Arabic and English are two of the languages that are used as means to learn much knowledge, that is why Arabic and English are learned by many people in the world.

Based on the classification of language made Schlegel (in Keraf 1990:58) on the nineteenth century, both English and Arabic belong to the same category, which are flectional languages. In flectional languages morphemes that denote divergent concepts are not cut off clearly, a certain morpheme supports some different concepts. Schlegel (in Keraf 1990:59) classified the flectional languages into further categories which are synthetic and analytic, in this stage Arabic and English belong to the different category, Arabic belongs to synthetic, while

English belongs to analytic. In linguistic typology that based on the morphological formation, a synthetic language is a language with a high-morpheme-per-word-ratio, in which the bound morphemes are joined to root words to form the words and to show grammatical function. As the grammatical function is expressed by individual word, word order is less important in these languages. An analytic language is a language that contains very little or no inflection. An analytic language shows a low-morpheme-per-word-ratio. In these languages, grammatical functions are mostly indicated by word order. English is the example of the language that is moderately analytic.

In this contrastive analysis of the Arabic and English verb forms, the main purpose is to enlighten the different characteristics between the two languages that distinguish one language from another. The result of this analysis is expected to present the information that can be useful in the applied linguistics field such as language teaching and learning and in the translation field. The result of this research is expected to help people who want to learn Arabic or English languages or people who want to translate Arabic into English or vice versa.

Although there are so many languages in the world, all languages share some similar features, this is what we called as languages are universal. Some of the substantive universality in languages are; every language distinguishes nouns and verbs, every language distinguishes three persons, all languages have at least three vowels (except the Caucasian language that has only two vowels) (Chomsky, in Trask 2007:311). As what Chomsky stated that all languages have verbs, Arabic and English also have verbs although the characteristics of verbs in these two languages are not all similar.

Both Arabic and English have their own parts of speech classification. English parts of speech namely noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection. Meanwhile Arabic parts of speech namely (اسم) *isim*, (فعل) *fi'il*, and (حرف) *ḥarf*. (اسم) *Isim* refers to the words that indicate things, proper names, or the words that do not related to time dimension (past, present, or future) (Anwar, 2014:21). We can say that (اسم) *isim* is equal to the noun and pronoun in English although not all (اسم) *isim* in Arabic can be

compared to noun in English. Some (اسم) *isim* have the similar meaning to the adjective in English, this kind of *isim* is called (اسم صفة) *isim sifah*, and some others have the similar meaning with adverbial of time and place in English, these kinds of *isim* are called (اسم زمان) *isim zamān* and (اسم مكان) *isim makān*. (فعل) *fi'il* refers to the words that indicate actions or words that related to time dimension (past, present, or future) (Anwar, 2014:27) we can say that (فعل) *fi'il* is equal to the verb in English. (حرف) *ḥarf* in Arabic is similar to auxiliary and preposition in English (Khaironi, 2008:374). This study only focuses on the verb forms of Arabic and English. The discussion about verbs is chosen since verbs are considered as an important aspect in sentences, because every sentence always has verb or words that equal to a verb. According to Ehrlich (2004:1) the prominent elements of sentences are verb and subject of the verb. There is also another important element of sentences that is direct object or complement of the verb, which is used in sentences with transitive verb.

Interpreting sentences can be very difficult and will lead to misinterpretation if it is not viewed from overall context. Interpreting sentences will be even more difficult if it is done by non-native speaker, mainly because the knowledge about the culture of the languages interpreted also plays an important role in the interpretation process. Language can not be learned separately from its culture, when someone learns language they must learn the culture as well, because language is not just a means of communication. It influences the way they think and people culture, (Boroditsky: 2010) proposed some research results deal with the people language and the way they think, first Russian speakers are better in discriminating shades of blue rather than any other language speakers because their language has more words for light and dark blues, second the English speakers tend to be better in remembering the agents of accidental events rather than Spanish and Japanese speakers, this because English language tends to use active sentence like “John broke the vase” rather than passive sentence “the vase broke” that is usually used in Spanish and Japanese, third the Aboriginal community in Australia who use indigenous language do not use term like “left” and “right”, instead they always use cardinal directions (north, south, east, west),

and as the result of this linguistics training speakers of this language are very good at staying oriented and keeping track of where they are. From the research results proposed by Boroditsky above we can say that the way people speak affects the way people think and their culture, so when we learn a language it is better if we also learn to think and speak like the way people of that language think and speak.

For a speaker of a language, learning foreign language can be quite difficult for they used to speak using their first language that may have different rules and style from the target language. Although Arabic and English have almost similar grammatical categories of time and aspect, but they are actually have quite different rules in the words or sentences formation. Indonesian students who learn these two languages might be confused to the systems applied in both languages. People with English as their first language also may get difficulties in learning Arabic, on the contrary people with Arabic as their first language may get difficulties in learning English. From the background explained before, in this thesis the similarities and differences between the verb forms of Arabic and English are presented as the information for those who learn English or Arabic, or both of them.

1.2 The Research Topic

This study investigates the similarities and the differences of the Arabic and English verb forms using contrastive method of analysis. The term contrastive analysis implies two languages or more are described and analyzed to get a detailed description of the similarities and the differences between them. Contrastive analysis is a branch of linguistics that compares two or more languages in order to describe the similarities and differences between two or more languages (Parera, 1991:25). It elaborates the similarities and differences between one language and another language. The term contrastive analysis implies that two languages or more have been described and analyzed. So, the main purpose of this research is to give a detailed description of the similarities and the differences between the languages compared.

1.3 The Research Problem

The classification of grammatical categories of time, aspect, and mood between Arabic and English are almost similar. This similarity will potentially lead to misinterpretation. Learners that learn these two languages might think that those two languages also similar in the sentences constructions rules, but in fact they have quite different rules to apply in the sentences. This research elaborates how the verb forms of Arabic and English that are applied in the sentences based on of tense, aspect, and mood system, and the subject-verb agreement.

1.4 The Research Questions

Based on the problems stated in the research background above, the research questions are formulated as follows:

1. What are the verb forms of Arabic and English found in “*The Qur’ān, Arabic Text with Corresponding English Meanings*”?
2. What are the similarities and the differences of verb forms of Arabic and English found in “*The Qur’ān, Arabic Text with Corresponding English Meanings*”?
3. What is the benefit of doing the contrastive analysis of the verb forms of Arabic and English in “*The Qur’ān, Arabic Text with Corresponding English Meanings*”?

1.5 The Research Objectives

The objectives of this research are as follows:

1. To explain the verb forms of Arabic and English found in “*The Qur’ān, Arabic Text with Corresponding English Meanings*”
2. To explain the similarities and the differences of verb forms of Arabic and English found in “*The Qur’ān, Arabic Text with Corresponding English Meanings*”

3. To explain the benefit of doing the contrastive analysis of the verb forms of Arabic and English in “The Qur’ān, Arabic Text with Corresponding English Meanings”

1.6 The Scope of the Study

This thesis is a contrastive study that focuses on the discussion about the differences and similarities of Arabic and English. There are so many aspects that can be compared or contrasted between these two languages, among them are speech sounds, morphology, syntax, semantics, and so on, but this thesis only focus on the verb forms of Arabic and English, that involved the discussion about morphology and syntax. This thesis discusses the system of tense and aspect between Arabic and English, and how those categories are reflected in the form of the verbs that are used in the sentences. The discussion on this research is focused on verb forms especially in the inflectional verb affixes and the changes on the verb forms based on the rules of tense, aspect, mood and the subject-verb agreement system.

1.7 The Research Significances

This research results are expected to present necessary information for gaining linguistics knowledge and for specific purposes in applied linguistics fields, such as language teaching and translation. Besides that, the researcher also expects that the result of the study will be useful for the people with English as their first language who want to learn Arabic, or people with Arabic as their first language who want to learn English, or people who learn these two languages as foreign languages.

The result of this research can also be used by teachers who teach Arabic and English languages, mainly in schools that apply bilingual program, especially Arabic and English language program like Islamic Colleges, Schools, or Universities, as a reference or information and input in teaching Arabic and English. The result of this research is also useful for future researchers as

information or reference to conduct a further research that deals with the contrastive analysis study of Arabic and English, or any other languages.

1.8 The Organization of the Thesis

This thesis is organized into five chapters. First chapter is introduction, this chapter explains the background of the research, the topic of the research, the problem of the research, the research questions, the objectives of the research, the research significances, and the organization of the research. Second chapter is literature review, this chapter reviews the theories related to research problem and presents the previous research findings. Third chapter is research methodology, this chapter presents research method applied in this research. It covers research design, data collection method, and data analysis method. The fourth chapter presents the research findings and discussion. The last chapter presents the conclusions and suggestions.

CHAPTER 2. LITERATURE REVIEW

This chapter explains the review of the previous researches and the review of the related theories. The review of previous researches explains about the previous researches that have been done by some scholars under the topic of contrastive linguistic analysis and translation. Meanwhile the review of the related theories is presented to give a clear explanation about the theoretical framework of the research.

2.1 The Review of the Previous Researches

The review of the previous researches is useful to provide information about the object that is analyzed and the topic that is discussed. The review of previous researches provide the information of what has been done and what is still needed to be studied furthermore. In this chapter the researcher presents three previous researches under the topic of contrastive linguistic analysis and translation, the researcher will explain briefly about the topics and the results of the researches.

The first research about contrastive analysis study was the research done by Badrudin (2008) that discussed about the number markers in Indonesian and Arabic. The result of his research showed that the number markers in Indonesian language is marked morphologically, meanwhile in Arabic is marked syntactically and morphologically. Morphological number markers in Indonesian are known in three processes, namely affixation, reduplication, and complexion. Affixation process happens in the form of prefixing, infixing, and suffixing processes. Affixes for number markers in Indonesian are; *ke-*, *ber-*, *se-*, *-an*, *ke-num-nya*, *ber-num-an*, *ke-num-an*. Syntactical number markers in Indonesian are in the form of lexical markers such as, *para*, *banyak*, *masing-masing*, *semuanya*, *sebagainya*. Syntactical number markers in Arabic are marked with some principles known with agreement characteristic. The strict classification in the number system of Arabic forms masculine and feminine dichotomy. The similarity between this research and

presence research is that both of the researches compare the language unit between two languages using contrastive method. Meanwhile the differences between this research and presence research is that the languages that are compared in this research are Arabic and Indonesian, and the language unit that is analyzed is number markers, while the languages that are compared in presence research are English and Arabic, and the language unit that is analyzed is verb.

The second research was done by Salim (2013). His research discussed about contrastive analysis of Arabic and English noun morphology and the research showed some results. First, both Arabic and English share some features in their derivational structure that is, suffixes can be added to nouns, verbs, and adjectives. Second, both Arabic and English have the same number of word classes. Third, the root system in Arabic represents the basic morphological characteristics of nouns and verbs that are referred to significant roots consist of three consonants. Fourth, the derivational suffixes in Arabic and English determine the distribution and function of the words in the sentences. Fifth, both languages mostly use the same morphological processes. Sixth, several nouns and verbs in Arabic are derived with the use of affixes and vowel modifications of the roots and it shows that the derivational processes of Arabic are more complex than English derivational processes. Seventh, both Arabic and English nouns are inflected for categories of number, gender, case, and person. Eighth, nouns have two numbers namely singular and plural, meanwhile Arabic nouns have three numbers namely singular, dual, and plural. Ninth, English has three genders which are masculine, feminine and neuter, whereas Arabic has only masculine and feminine. Tenth, English nouns are inflected for genitive cases, meanwhile Arabic nouns are inflected for nominative, accusative, and genitive. Eleventh, personal pronouns of English are simpler than that of Arabic, because Arabic has two types of personal pronouns, namely dependent and independent. In English there is no distinction between second person singular and plural pronouns, meanwhile in Arabic distinctions are made. Twelfth, both Arabic and English have one form of the first person singular and plural. And the last, English does not make any gender

distinction of demonstrative pronouns, meanwhile in Arabic distinction is made. The similarity between this research and the presence research is that both of the researches compare the language unit between two languages which are Arabic and English. Meanwhile the differences between this research and presence research is that the language unit that is analyzed in this research is noun, while in presence research the language unit that is analyzed is verb.

The last research was done by Terzi and Arslanturk (2014). The research was about error analysis on English translation of dissertation abstracts of Turkish-speaking researchers. The corpus of this research were 90 abstracts of MA and PhD dissertations. The research aimed at analyzing the errors made by the Turkish-speaking researchers deals with translation problems. From the research done it was found that the Turkish-speaking researchers relied on their translation skill while writing their abstracts in English. All of the abstracts analyzed were one-to-one translations of the Turkish version. Mostly researchers failed to form well-formed sentences in English. The errors mostly due to the differences between English and Turkish sentence structures. An example of errors was some sentences of the English abstracts did not have subject at all. This because in Turkish language they do not need to state the subject separately from the verb, instead they can show the subject of the verb using the suffix added to the verb. There were also some lexical errors made by the researchers because they could not identify little nuances between some English words, for example they wrote “*it was observed that there was a **meaningful** difference....*” on their abstract, meanwhile the suggested correct version was “*it was observed that there was a **significant** difference....*”. this error seemed to be happened due to the fact that the words meaningful and significant refer to a Turkish word *anlamlı*. The analysis of grammatical and lexical errors headed to the conclusion that the English abstract produced by Turkish-speaking researchers were not effective enough to communicate the body of the dissertations that were summarized. The similarity between the presence research and the research done by Terzi and Arslanturk is that both of them deals with the learners’ difficulties related with the

differences between the languages structures, the difference between the presence research and the previous research is that the previous research analyze the learners difficulties deals with the differences in the languages systems, while the present research investigates the differences in the languages systems to anticipate the learners difficulties related with the differences in the languages system.

Those previous researches give some contributions to this research by giving some useful information that can be used by the researcher as the consideration in determining the topic to be discussed in this research. The research done by Badrudin (2008) provides the information of the syntactical number markers in Arabic including the syntactical number markers in the verb forms of Arabic. This research shows that the sentences in Arabic are set with some principles that are known with agreement characteristic, which Arabic has a high degree of concordance between the words in the sentences. This character distinguishes between the sentences of the Arabic and English, in which Arabic has more complicated rules in the term of agreement between a verb and its subject. That is why the researcher considers that it is important to include the discussion about subject-verb agreement as a part of the discussion in this research. The research done by Salim (2013) is a contrastive analysis of Arabic and English noun morphology. This research provides some research results that serve as useful information for the presence research. Those research results are; firstly, both Arabic and English use almost similar morphological processes, which are derivational and inflectional processes, secondly both Arabic and English share some features in the derivational structures, which is suffixes can be added to the words to form nouns, verbs, and adjectives, and thirdly, both Arabic and English have the same number of word classes. That information can be used as the consideration that Arabic and English morphological processes can be compared. The difference is that the research done by Salim compares the noun morphological processes between Arabic and English, while the presence research compares the verb morphological processes between Arabic and English.

The last research done by Terzi and Arslanturk (2014) provides the information of the potential errors that might be made by the learners of foreign languages. This research results showed that one of the errors that are often made by the Turkish speaking researchers was some sentences of the English abstracts did not have subject at all. This because in Turkish language they do not need to state the subject separatedly from the verb, instead they can show the subject of the verb using the suffix added to the verb. Since the characteristic of the verb morphological formation between Arabic and Turkish are almost similar, so this error is also potentially done by the Arabic speaking learners who learn English. That is why the researcher considers that the research that discuss about the contrastive analysis of the verb forms of Arabic and English is needed to be done in order to minimize this potential error made by the learners.

Although there are many researches about contrastive study that have been done, contrastive studies between Arabic and English verb forms are still available in a limited numbers, especially the discussion on the morphological aspect that is inflectional word formation that deals with syntax. The researcher considered this topic as something necessary since many Islamic schools in Indonesia use Arabic and English as the daily languages used by their students to communicate. Besides, Arabic and English are two of the languages that are used broadly all over the world.

2.2 The Review of the Related Theories

This part explains about the theories related with the study, some of them are; the theory of contrastive analysis study, contrastive analysis method, and the theories of Arabic and English verb forms. The discussion about the verb forms of Arabic and English covers the discussion about morphological process of the verb forms that deals with the syntactical aspects, which are; tense, aspect, mood, and subject-verb agreement

2.2.1 Contrastive Analysis

Contrastive analysis was much developed in the middle of the twentieth century. This study compares two or more languages in the aspects of linguistics such as phonological system, morphological system, grammatical system, pragmatics, and semantics. According to Soemarno (in Soediby, 2004:47) discussions on contrastive linguistics cover theoretical and practical discussion. Theoretical discussion aims at increasing linguistics knowledge about the languages compared. Meanwhile practical discussion aims at achieving any practical purposes, such as language teaching and translation. In the field of language teaching and learning processes, contrastive linguistic analysis is useful in the matter of developing language teaching method and materials.

Contrastive linguistic analysis founded on the assumption that languages can be compared (James, in Soediby, 2004:47). We can say that the assumption about languages that can be compared emerges because we believe that languages have some similar features like what have been explained by Chomsky (in Trask, 2007:311) in the theory of universal grammar. Although languages in the world share some similar features, those features are not exactly similar among languages, hence we can compare them using contrastive analysis method. Another assumption underlying the contrastive analysis is the assumption that learner's first language affects his or her foreign language learning process, because if the target language has different systems with the learner's first language, it will be unfamiliar to the learner and it may cause the mistakes. Lado (in Parera, 1997:107) stated:

“the plan of the book rest on the assumptions that we can predict and describe pattern that will cause difficulty, by comparing systematically the language and the culture to be learned with the native language and culture of the student”

From Lado's statement above, we can assume that comparing the learner's first language and the target language will make the learning process easier, because we can predict mistakes that might be made by the learner.

The scope of contrastive analysis can be classified into two categories namely microlinguistic contrastive analysis and macrolinguistic contrastive analysis. According to James (in Soedibyo, 2004:48) microlinguistic contrastive analysis is a study of linguistics that focuses on the internal aspects of languages such as systems, rules and structures of languages, whereas macrolinguistic contrastive analysis is a study of linguistics that focuses on the external aspects that affect the languages, this study covers the discussions on texts analysis and discourse analysis. Dealing with the term macrolinguistic, Coulthand (in Tarigan, 1992:179) explained macrolinguistic study as a kind of linguistics that analyses utterances based on the situation, he usually called this as “situated speech”. In other words we can say that macrolinguistic study is a study that learns about external aspects that affect a language such as people and culture. Yngve (in Tarigan, 1992:179) called macrolinguistic as “human linguistics” which aims at gaining a scientific interpretation about the way people communicate. In this thesis the researcher focuses on microlinguistic contrastive analysis that discusses the rules and systems of Arabic and English verb forms. The discussions cover the discussions about the morphological aspect of verb formation that related with syntactical aspect.

2.2.1.1 Contrastive Analysis Method

According to Tarigan (1988:35) there are two basic aspects in contrastive analysis, which are linguistics aspect and psychological aspect. Linguistics aspect deals with the comparative term, which in this case is related to what will be compared and how to compare. Meanwhile psychological aspect deals with the learning difficulties, the way in constructing the teaching materials using contrastive analysis method, and how to deliver the materials to the learners. In this research, the researcher only concern with the analysis contrastive that deals with the linguistics aspect, so the research will not discuss about the contrastive analysis that deals with the psychological aspect.

As stated before, in the term of contrastive analysis that deals with the linguistics aspect the main problems that are discussed are about what will be compared and how to compare. According to Tarigan (1988:35) in comparing two languages or more there is one agreed assumption, which is “it is impossible to compare the whole elements of the languages”. So, in doing contrastive analysis between two or more languages we can not compare the whole elements of those languages, instead some linguistics experts suggested the polysystemic approach, which is based on the assumption that a language is “systems of systems”, so we can compare one of the systems of the languages such as phonological system, morphological system, etc., in this research the system that will be compared is the morphological system of verb formation deals with the syntactical aspect that is realized in the inflectional verb affixes.

Another problem to discuss is about how to compare the languages. Related with this problem there are two things to consider, first thing is the availability of the description of the languages compared, and the second thing is the comparability of the languages compared. The comparability of the languages can be seen from three aspects namely; the similarity of the structure, the similarity of the translation, and the similarity of both structure and translation (Tarigan 1988:35). Related with the description of the languages which are Arabic and English, the researcher describes the two languages systems which are the systems of the tense, aspect, mood, and subject-verb agreement that affect the formation of Arabic and English verbs. Meanwhile related with the comparability of the languages, the researcher attempts to use the Arabic sentences in the Holy Qur’an, surah Al-baqarah and their translated English sentences.

From the explanation above, the steps of the research can be described as follows: first, the researcher chooses the language unit that is compared between the two languages, the language unit that is chosen by the researcher is verb. Second, the researcher gives the description of the verb system of each language. Third, the researcher compares the system of the verbs between the Arabic and English, the data

which are Arabic and English verbs are gotten from the “The Qur’ān, Arabic Text with Corresponding English Meanings”. The data analysis in this research is presented in the form of tables that show the differences or similarity between the languages compared. The examples of the data analysis are presented in the next chapter.

2.2.2 Verb Forms

A verb is a word that denotes an actions and it usually acts as the predicate in the sentences. According to Hornby and Ruse (2008:492) a verb is a word or a phrase that expresses an action, an event, or a state. In some languages the form of the verbs changes through the derivational and inflectional word formation. According to Matthews (2000:102), inflectional morphology can be integrated with syntax, meanwhile derivational morphology can be integrated with semantics. Mostly the verbs are inflected for some elements namely tense, aspect, mood, and subject-verb agreement.

There are some definitions proposed by the experts about tense. The definition of tense quite different between traditional grammar point of view and linguistics point of view, according to traditional grammar, tense of the verb is the expression that is used to explain about the time of action and the completeness or incompleteness of the action (Eckersley, 1960:43). Meanwhile from the view of linguistics, tense only denotes grammatical categories of the time, whereas the degree of the completeness is known as aspect. According to Jabbari (2013), the term tense refers to the grammatical expression that relates the time described in a sentence with the time of speech. The tense-expression that bonded with the verb shows the event of the action happens, according to Lyons (1995:298), the real characteristic of tense category is that it relates the time of actions that referred to in the sentence to the time of utterance. In most languages tenses are marked on verbs, although there are some exceptions (Trask, 2007:294). There are so many variations of tense systems in many

languages, some of languages have morphological tense systems and some are not. Indonesian language is one of the languages that do not have morphological tense system. Arabic and English are the example of languages that have morphological tense systems that relate the tense with their verbs.

Although tense in language is something that explains about the time category, tense and time are not similar. According to Jabbari (2013), tense is grammatical category, meanwhile time is an extra-linguistics universal concept, so there is no exact agreement between time and tense of one language with another language. The division of time categories varies among languages. Jespersen in Lyons (1995:299), assumed that natural division of time which are past, present, and future must be reflected in any languages, Jespersen explained that “present” is equal to the theoretical zero point (“now” speaking time), “past” as “before now”, and “future” as “after now”. But Lyons (1995:299) did not quite agree with Jespersen’s opinion, according to Lyons tense enable any possible ways in its categorization among languages. Another categorization that depends on the definition of “proximity” or “nearness” might be existed in some languages. In other words, we can say that not all languages divided their tense systems into past, present, and future, there are some languages that have the categorization of near past, near now, and so on.

The use of tenses in languages is often closely related with aspect, although both are actually different. Aspect explains about the completeness or incompleteness of the action. According to Trask (2007:26) aspect is the grammatical categories in the temporal structure of events. From the side of aspect, a verb can be seen as occurs over a period of time or occurs in a single moment, it can also be seen as a single occurrence or a series of repeated occurrences, it can be seen as beginning, continuing, or ending. Aspects in Arabic and English are classified into perfective and imperfective aspects. Perfective aspect shows that the activity or the action is done, meanwhile imperfective aspect shows that the activity or the action is just begin, still in progress, habitual or will be repeated in the future.

Verbs in languages are also related with mood. According to Trask (2007:174), mood is the grammatical category that is related with the expression of obligation, permission, prohibition, necessity, possibility, and ability. The classification of moods varies among linguists, but the common categories of mood that are often proposed by the experts are indicative, subjunctive, and imperative. Indicative mood is also known as fact mood. Indicative mood presents events or situations as facts. Subjunctive mood that is also known as ‘thought mood’, expresses non-fact situation or hypothesis, meanwhile imperative mood expresses non-fact situations that are desired by the speaker to be true and which the speaker wants the hearer to do. Beside those three moods, there are also some other moods that are used in languages like jussive mood that expresses an intention to influence the listener’s behavior, desiderative mood which expresses wish, interrogatives mood that expresses questions, obligative mood that expresses obligation, optative mood that expresses hope (Kridalaksana, 1982:109).

The term mood is closely related with the term modality. According to Palmer (1998:16) modality in language is concerned with subjective characteristics of an utterance. The relation of these two terms can be put in analogy of the relation of time and tense, we can put modality in the place of time and mood in the place of tense. We can use presents tense to indicate future time, like in the sentence “We leave this town tomorrow”. Similarly, we can also use indicative mood to express imperative modality, like in the sentence “I want you to come here tomorrow”.

Another thing that belongs to the part of the discussions is subject-verb agreement. Agreement that is also called as concord, is one of the grammatical phenomena that explains the concurrence between one word to another word that is grammatically linked (Trask, 2007:10). Agreements in languages usually happen between words that are related each other, such as finite verbs and their subjects may agree in person, number, and gender, adjectives and their head nouns may agree in the number or cases, etc. Because this research only focuses on the verb forms, so the

kind of agreement that is discussed is subject-verb agreement in the matter of person, number, and gender.

2.2.2.1 Arabic Verb Forms

In Arabic, verb usually called (فعل) *'fi'il'*. *Fi'il* is a word that shows an action, and it is related with time dimension (past, present, and future) (Khaironi, 2008:3). Most of basic Arabic verbs are constructed of three consonants which are generally represented in the word (فَعَلَ) *fa'ala* (he did). (ف) *Fa* represents first consonant of every verb like (ك) *k* in (كَتَبَ) *kataba*, (س) *s* in (سَجَدَ) *sajada*, (ج) *j* in (جَلَسَ) *jalasa*. Letter (ع) *'a* represents second consonant of every verb like (ت) *t* in (كَتَبَ) *kataba*, (ج) *j* in (سَجَدَ) *sajada*, (ل) *l* in (جَلَسَ) *jalasa*. (ل) *La* represents third consonant of every verb like (ب) *b* in (كَتَبَ) *kataba*, (د) *d* in (سَجَدَ) *sajada*, (س) *s* in (جَلَسَ) *jalasa*. Nadwi (1995:54) explained that in a simple tri-lateral verb the first and third radicals are vowelised with *fathah* (a), but the second radical might be vowelised with *fathah* (a) like in (نَصَرَ) *naşara* (he helped), *kasrah* (i) like in (عَلِمَ) *'alima* (he knew), and *damma* (u) like in (شَرُفَ) *şarufa* (he was or has been honoured).

Haywood and Nahmad (in Salim, 2013) explained that Arabic belongs to the Semitic languages which has characteristic of their basic consonantal root that are mostly trilateral. Variations in meaning of the Arabic words are obtained by varying the vowel of the simple root or by adding prefixes, suffixes and infixes to the root words. Arabic verbs morphological formation can be classified into derivational and inflectional. In derivational word formation the identity of the word produced is different from the root word identity and it also changes the meaning of the words, meanwhile in inflectional word formation, the identity of the word produced is the same as the root word identity. The example of derivational formation in Arabic can be seen in the word (كَتَبَ) *"kataba"*, this word can be added by prefix –m, then it become (مَكْتَبٌ) *"maktabun"* which the meaning is 'place to write or table' and the word identity changes from the verb into noun. Another examples of derivational word formations are; (م) *m* + (جَلَسَ) *jalasa* (he sat) = (مَجْلِسٌ) *majlisun* (place to sit,

forums). Thus, from the three consonants of root words can be formed many new words by adding letters into them. The formation can also be inflectional if the addition of the letters do not change the meaning and the identity of the root word, for example an Arabic root word (كَتَبَ) “*kataba*” (he wrote) can be descended into paradigmatic forms that fulfil subject verb agreement categories, like (كَتَبْنَا) “*katabna*” (we wrote) (Keraf, 1990:119). such as (ي) *y* + (كَتَبَ) *kataba* (he wrote) = (يَكْتُبُ) *yaktubu* (he is writing or he writes). In this thesis the discussion is focuses only on the inflectional word formation.

All of the word formations in Arabic words have strict patterns. Yushmanove in Salim (2013:123) explained that Arabic language has a rich development of forms, it has a big variety of set patterns in forming and changing the words. Those word formations and word changes make the Arabic grammar look 'algebraic'. Inflectional word formations in Arabic verbs are related with tense or aspect, mood and subject verb agreement (in the term of person, number and gender). Below are the explanation of the Arabic verb formation based on the tense, aspect, subject-verb agreement, and mood.

a. Arabic Verb Forms Based on the Tense, Aspect, and Subject-verb Agreement

Arabic language has mainly two tense categories, which are past and present, past tense tells about events that happen in the past time. Meanwhile present tense tells about events that happen in present time and future time, but statements that refer to the future time in the Arabic usually are also marked with (حَرْفُ الْاِسْتِقْبَالِ) *harf istiqbāl* (auxiliary word that denote future time) like (سَ) *sa* or (سَوْفَ) *saufa* (means will).

From the side of aspect or degree of completeness, Arabic verbs are also categorized into (فعل الماضي) *fi'il māḍi'* and (فعل المضارع) *fi'il muḍāri'* that represent perfect and imperfect aspect. According to Nadwi (1995:55) the classification of aspects in Arabic are divided into perfect and imperfect. Perfect signals that an action is completed action, and the verbs are usually called as (فعل الماضي) *fi'il māḍi'*.

Meanwhile imperfect signals that an action is incomplete, and the verbs are usually called as (فعل المضارع) *fi'il muḍāri'*.

Arabic verb forms are changed based on the person, gender and number of their subjects to form subject-verb agreements. When the subject comes before the verb, then the verb must adjust the subject in term of person, number and gender to form a subject-verb agreement, but when the subject comes after the verb then the verb only adjusts with the subject in the term of person and gender. According to Hashim (1997:111) when a verb precedes its subject, then the verb must be in the singular form, irrespective to the subject number.

The classifications of Arabic subject are divided into 14 pronouns that are based on person, gender and number categories (Al Farisi, 2015:80). The person categories are classified into first, second, and third person. The gender categories are classified into masculine and feminine gender, meanwhile the number categories are classified into singular, dual, and plural number. However, there are some exceptions for those categories, for the first person there is no distinction on gender classification, both masculine and feminine have the same verb forms. Beside that the number categories for the first person are only singular and plural, and there is no dual form. Below are the example of Arabic verbs changes based on the number, gender, and person of the subject:

1) Perfective form of the verb (فعل الماضي) *fi'il māḍi*

(فعل الماضي) *Fi'il māḍi* are usually known as a perfective form of the verb because it tells the action that is completed. The basic form of (فعل الماضي) *fi'il māḍi* is the word (فعل) *fa'ala*, this basic form can change into 13 forms based on the person, number and gender of the subject. Although there are as many as 14 subject pronouns in Arabic, (فعل الماضي) *fi'il māḍi* only has 13 forms of the verb because the verb form for the second person, dual, masculine subject is similar to the second person, dual, feminine subject. Here are the variations of Arabic verb forms in the perfective form: Table 2.1 The Perfect Forms of Arabic Verb (فعل الماضي) *fi'il māḍi* for the first person

Person	Number	Gender	Pattern	Sentence	Meaning
First person	Singular	Masculine	(فَعَلْتُ) <i>Fa'altu</i>	أَنَا فَعَلْتُ الْمُدْرَسِيَّةَ فِي الْأَمْسِ <i>Ana fa'altu mudarisyyata fil amsi.</i>	<u>I did</u> the homework yesterday
		Feminine			
	Plural	Masculine	(فَعَلْنَا) <i>Fa'alna</i>	نَحْنُ فَعَلْنَا الْمُدْرَسِيَّةَ فِي الْأَمْسِ <i>Nahnu fa'alna mudarisyyata fil amsi.</i>	<u>We did</u> the homework yesterday
		Feminine			

From the table above we can see that there is no distinction between male and female gender for the first person pronouns, so the suffix (تُ) *tu* is used for the singular first person (I) for both male and female, and the suffix (نَا) *nā* is used for the plural first person (we) for both male and female. Unlike the second and third pronouns, the first pronoun does not have dual form.

Table 2.2 The Perfect Forms of Arabic Verb (فعل الماضي) *fi'il māḍi* for the second person

Person	Number	Gender	Pattern	Sentence	Meaning
Second person	Singular	Masculine	(فَعَلْتَ) <i>Fa'alta</i>	أَنْتَ فَعَلْتَ الْمُدْرَسِيَّةَ فِي الْأَمْسِ <i>Anta fa'alta mudarisyyata fil</i>	<u>You did</u> the homework yesterday

				<i>amsi.</i>	
		Feminine	(فَعَلْتِ) <i>Fa'alti</i>	أَنْتِ فَعَلْتِ الْمُدْرِسِيَّةَ فِي الْأَمْسِ <i>Anti Fa'alti</i> <i>mudarisyyata fil</i> <i>amsi.</i>	<u>You (fem.)</u> did the homework yesterday
	Dual	Masculine	(فَعَلْتُمَا) <i>Fa'altu</i> <i>mā</i>	أَنْتُمَا فَعَلْتُمَا الْمُدْرِسِيَّةَ فِي الْأَمْسِ <i>Antumā fa'altumā</i> <i>mudarisyyata fil</i> <i>amsi.</i>	<u>You (two)</u> did the homework yesterday
		Feminine			
	Plural	Masculine	(فَعَلْتُمْ) <i>Fa'al-</i> <i>tum</i>	أَنْتُمْ فَعَلْتُمْ الْمُدْرِسِيَّةَ فِي الْأَمْسِ <i>Antum Fa'altum</i> <i>mudarisyyata fil</i> <i>amsi.</i>	<u>You (all)</u> did the homework yesterday
		Feminine	(فَعَلْتُنَّ) <i>Fa'al-</i> <i>tunna</i>	أَنْتُنَّ فَعَلْتُنَّ الْمُدْرِسِيَّةَ فِي الْأَمْسِ <i>Antunna</i> <i>Fa'altunna</i> <i>mudarisyyata fil</i> <i>amsi.</i>	<u>You (all fem.)</u> did the homework yesterday

From the table above we can see the changes in the perfect verb forms of Arabic for the second pronouns, each pronoun has its different verb form based on its gender and number, except for the dual number the verb form of masculine and

feminine are similar. So there are as many as 5 verb forms of Arabic in perfective form for the second pronouns.

Table 2.3. The Perfect Forms of Arabic Verb (فعل الماضي) *fi'il māḍi* for the third person

Person	Number	Gender	Pattern	Sentence	Meaning
Third person	Singular	Masculine	(فَعَلَ) <i>Fa'ala</i>	أَحْمَدُ فَعَلَ الْمُدْرِسِيَّةَ فِي الْأَمْسِ <i>Ahmad fa'ala mudarisiyyata fil amsi.</i>	<u>Ahmad</u> did the homework yesterday
		Feminine	(فَعَلَتْ) <i>Fa'alat</i>	فَاطِمَةُ فَعَلَتْ الْمُدْرِسِيَّةَ فِي الْأَمْسِ <i>Fatimah fa'alat mudarisiyyata fil amsi.</i>	<u>Fatimah</u> did the homework yesterday
	Dual	Masculine	(فَعَلَا) <i>Fa'alā</i>	أَحْمَدُ وَ شَالِيحُ فَعَلَا الْمُدْرِسِيَّةَ فِي الْأَمْسِ <i>Ahmad wa Sholih fa'alā mudarisiyyata fil amsi.</i>	<u>Ahmad and Sholih</u> did the homework yesterday
		Feminine	(فَعَلَتَا) <i>Fa'alatā</i>	فَاطِمَةُ وَ عَزِيزَةُ فَعَلَتَا الْمُدْرِسِيَّةَ فِي الْأَمْسِ <i>Fatimah wa Azizah fa'alatā mudarisiyyata fil amsi.</i>	<u>Fatimah and Azizah</u> did the homework yesterday
	Plural	Masculine	(فَعَلُوا) <i>Fa'alū</i>	أَحْمَدُ وَ شَالِيحُ وَ سُلَيْمَانُ فَعَلُوا الْمُدْرِسِيَّةَ فِي الْأَمْسِ <i>Ahmad wa Sholih wa Sulaiman fa'alū mudarisiyyata fil amsi.</i>	<u>Ahmad and Sholih and Sulaiman</u> did the homework yesterday
		Feminine	(فَعَلْنَ) <i>Fa'alna</i>	فَاطِمَةُ وَ عَزِيزَةُ وَ مَرْيَمُ فَعَلْنَ الْمُدْرِسِيَّةَ فِي الْأَمْسِ <i>Fatimah wa Azizah wa Maryam did</i>	<u>Fatimah and Azizah and Maryam</u> did

				<i>Maryam fa'alna mudarisiyyata fil amsi.</i>	the homework yesterday
--	--	--	--	-----------------------------------------------	------------------------

From the table above we can see the changes in the perfect verb forms of Arabic for the third pronouns, each pronoun has its different verb form based on its gender and number, so there are as many as 6 verb forms for the third person subject.

2) Imperfective form of the verb (فعل المضارع) *fi'il muḍāri'*

(فعل المضارع) *fi'il muḍāri'* is usually known as an imperfective form of the verb because it tells the action that is uncompleted, and it is usually used to explain the action that happens in the present time, and future time, but statements that refer to the future time usually are marked with (حَرْفُ الْاِسْتِقْبَالِ) *harf istiqbāl* (auxiliary word that denote future time) like (سَ) *sa* or (سَوْفَ) *saufa* (means will). The basic form of (فعل المضارع) *fi'il muḍāri'* is the word (يَفْعُلُ) *yaf'ulu*, this basic form can change into 13 forms based on the person, number and gender of the subject. Although there are as many as 14 subject pronouns in Arabic, (فعل المضارع) *fi'il muḍāri'* only has 13 forms of the verb because the verb form for the second person, dual, masculine subject is similar to the verb form for the second person, dual, feminine subject. Here are the variations of Arabic verb forms in the imperfective aspect:

Table 2. 4. The Imperfect Forms of Arabic Verb (فعل المضارع) *fi'il muḍāri'* for the first person

Person	Number	Gender	Pattern	Sentence	Meaning
First person	Singular	Masculine	(أَفْعُلُ)	أَنَا أَفْعُلُ الْمُدْرَسِيَّةَ	I am doing the homework
		Feminine	<i>Af'ulu</i>	<i>Ana Af'ulu mudarisiyyata.</i>	

	Plural	Masculine	(نَفَعْلُنْ)	نَحْنُ نَفَعْلُ الْمُدْرِسِيَّةِ	We are doing the homework
		Feminine	<i>Naf'ulu</i>	<i>Nahnu Naf'ulu mudarisiyyata.</i>	

From the table above we can see that there is no distinction between male and female gender for first person pronouns, so the prefix (أ) *alif* is used for the singular first person (I) for both male and female, and the prefix (ن) *na* is used for the plural first person (we) for both male and female. Unlike the second and third pronoun, the first pronoun does not have the dual form.

Table 2.5 The Imperfect Forms of Arabic Verb (فعل المضارع) *fi'il muḍāri'* for the second person

Person	Number	Gender	Pattern	Sentence	Meaning
Second person	Singular	Masculine	(تَفَعْلُنْ)	أَنْتَ تَفَعْلُ الْمُدْرِسِيَّةِ فِي الْأَمْسِ <i>Anta taf'ulu mudarisiyyata</i>	<u>You are doing</u> the homework
		Feminine	(تَفَعْلَيْنِ)	أَنْتِ تَفَعْلَيْنِ الْمُدْرِسِيَّةِ فِي الْأَمْسِ <i>Anti taf'uliina mudarisiyyata.</i>	<u>You (fem.)</u> are doing the homework
	Dual	Masculine	(تَفَعْلَانِ)	أَنْتُمَا تَفَعْلَانِ الْمُدْرِسِيَّةِ فِي الْأَمْسِ <i>Antumā taf'ulāni mudarisiyyata</i>	<u>You (two) are</u> doing the homework
		Feminine	<i>Taf'ulāni</i>		

	Plural	Masculine	(تَفْعُلُونَ) <i>Taf'ulūna</i>	أَنْتُمْ تَفْعُلُونَ الْمُدْرِسِيَّةَ فِي الْأَمْسِ <i>Antum taf'ulūna mudarisiiyata</i>	<u>You (all)</u> are doing the homework
		Feminine	(تَفْعُلْنَ) <i>Taf'ulna</i>	أَنْتُنَّ تَفْعُلْنَ الْمُدْرِسِيَّةَ فِي الْأَمْسِ <i>Antunna taf'ulna mudarisiiyata.</i>	<u>You (all fem.)</u> are doing the homework

From the table above we can see the changes in the imperfective verb forms of Arabic for the second pronouns, each pronoun has its different verb form based on its gender and number, except for the dual number the gender does not affect the verb form, so the verb form of masculine and feminine are similar. So there are 5 verb forms of Arabic in imperfect form for the second pronouns.

Table 2.6. The Imperfect Forms of Arabic Verb (فعل المضارع) *fi'il muḍāri'* for the third person

Person	Number	Gender	Pattern	Sentence	Meaning
Third person	Singular	Masculine	(يَفْعُلُ) <i>Yaf'ulu</i>	أَحْمَدُ يَفْعُلُ الْمُدْرِسِيَّةَ <i>Ahmad yaf'ulu mudarisiiyata.</i>	<u>Ahmad</u> is doing the homework
		Feminine	(يَفْعُلُ) <i>Taf'ulu</i>	فَاطِمَةُ تَفْعُلُ الْمُدْرِسِيَّةَ فِي الْأَمْسِ <i>Fatimah taf'ulu mudarisiiyata.</i>	<u>Fatimah</u> is doing the homework
	Dual	Masculine	(يَفْعُلَانِ) <i>Yaf'ulāni</i>	أَحْمَدُ وَ شَالِيحُ يَفْعُلَانِ الْمُدْرِسِيَّةَ فِي الْأَمْسِ <i>Ahmad wa Sholih yaf'ulāni mudarisiiyata.</i>	<u>Ahmad and Sholih</u> are doing the homework

Plural	Feminine	(تَفْعُلَانِ) <i>Taf'ulāni</i>	فَاطِمَةٌ عَزِيزَةٌ تَفْعُلَانِ الْمُدْرِسِيَّةَ <i>Fatimah wa Azizah taf'ulāni mudarisiyyata.</i>	<u>Fatimah and Azizah</u> are doing the homework
	Masculine	(يَفْعُلُونَ) <i>Yaf'ulūna</i>	أَحْمَدُ وَ صَالِحٌ وَ سُلَيْمَانُ يَفْعُلُونَ الْمُدْرِسِيَّةَ <i>Ahmad wa Sholih wa Sulaiman yaf'ulūna mudarisiyyata.</i>	<u>Ahmad and Sholih and Sulaiman</u> are doing the homework
	Feminine	(يَفْعُلْنَ) <i>Yaf'ulna</i>	فَاطِمَةٌ عَزِيزَةٌ وَ مَرْيَمُ يَفْعُلْنَ الْمُدْرِسِيَّةَ <i>Fatimah wa Azizah wa Maryam yaf'ulna mudarisiyyata.</i>	<u>Fatimah and Azizah and Maryam</u> are doing the homework

From the table above we can see the changes in the imperfective verb forms of Arabic for the third pronouns, each pronoun has its different verb form based on its gender and number, so there are six verb forms for the third person subject. Here is the resume of the Arabic verb forms based on the tenses, aspects, and subject-verb agreement:

Table 2.7 The Arabic verb forms based on the tenses, aspect, person, number, and gender

Aspects	Person	Number	Gender	Verb Form	
Perfective verbs (فعل الماضي) <i>fi'il māḍī</i>	First	Singular	Masculine	(فَعَلْتُ) <i>Fa'altu</i>	
			Feminine		
		Plural	Masculine	(فَعَلْنَا) <i>Fa'alnā</i>	
			Feminine		
	Second	Singular	Masculine	(فَعَلْتَ) <i>Fa'alta</i>	
			Feminine	(فَعَلْتِ) <i>Fa'alti</i>	
		Dual	Masculine	(فَعَلْتُمَا) <i>Fa'altumā</i>	
			Feminine		
		Plural	Masculine	(فَعَلْتُمْ) <i>Fa'altum</i>	
			Feminine	(فَعَلْتُنَّ) <i>Fa'altunna</i>	
		Third	Singular	Masculine	(فَعَلَ) <i>Fa'ala</i>
				Feminine	(فَعَلَتْ) <i>Fa'alat</i>
	Dual		Masculine	(فَعَلَا) <i>Fa'alā</i>	

Imperfective verbs (فعل المضارع) <i>fi'il muḍāri'</i>			Feminine	(فَعَلْتَا) <i>Fa'alatā</i>	
		Plural	Masculine	(فَعَلُوا) <i>Fa'alū</i>	
			Feminine	(فَعَلْنَ) <i>Fa'alna</i>	
	First	Singular	Masculine	(أَفْعُلُ) <i>Af'ulu</i>	
			Feminine		
		Plural	Masculine	(نَفْعُلُ) <i>Naf'ulu</i>	
			Feminine		
		Second	Singular	Masculine	(تَفْعُلُ) <i>Taf'ulu</i>
				Feminine	(تَفْعُلَيْنِ) <i>Taf'uliina</i>
	Dual		Masculine	(تَفْعُلَانِ) <i>Taf'ulāni</i>	
Feminine					
Plural	Masculine		(تَفْعُلُوا) <i>Taf'ulūna</i>		
	Feminine		(تَفْعُلْنَ) <i>Taf'ulna</i>		
Third	Singular	Masculine	(يَفْعُلُ) <i>Yaf'ulu</i>		
		Feminine	(تَفْعُلُ) <i>Taf'ulu</i>		
	Dual	Masculine	(يَفْعُلَانِ) <i>Yaf'ulāni</i>		

			Feminine	(تَفْعَلْنَ) <i>Taf'ulāni</i>
	Plural		Masculine	(يَفْعَلُونَ) <i>Yaf'ulūna</i>
			Feminine	(يَفْعَلْنَ) <i>Yaf'ulna</i>

b. Arabic Verb Forms Based on the Mood

In Arabic verbs, the perfect form that is (فعل الماضي) *fi'il māḍi* has only one form of mood, which is indicative, meanwhile imperfect form or what is usually called as (فعل المضارع) *fi'il muḍāri'* has three forms of mood which are indicative, subjunctive, and jussive (that functions like indirect imperative and negative imperative), meanwhile (فعل أمر) *fi'il 'amar* has only one form of mood which is imperative (Dukes, 2011). In traditional Arabic grammar the three forms of mood in (فعل المضارع) *fi'il muḍāri'* are usually called as (المَرْفُوعُ) *almarfu'*, (الْمَنْصُوبُ) *almanṣūb*, and (الْمَجْزُومُ) *almajzūm*. In indicative mood, the verbs are unmodified and the last letter of the verbs are vowelled with u, and they are called (فعل المضارع المرفوع) *fi'lul muḍāri' marfu'*.

In subjunctive mood the last letter of the verbs is vowelled with a, and they are called (فعل المضارع المنصوب) *fi'lul muḍāri' manṣūb*, this kind of mood is used in the verbs with the context of intention, purpose, expectation, possibility, etc. Subjunctive mood usually is preceded with certain articles, such as (لَنْ) *lan* (will never), and (حَتَّى) *ḥatta* (until), as indicated in this sentence:

لَنْ نُعْجِزَهُ هَرَبًا... *lan nu'jizahu haraban*

Meaning: ...(and nor can we escape Him by flight) (Qṣ 72:12)

In jussive mood the last letter of the verbs is stopped or not vowelled, and they are called (الفعل المضارع المجزوم) *fi'lul muḍāri' majzūm*. The jussive mood of Arabic, happens in five contexts; first, after the negative particle (لَمْ) *lām*, second,

after the imperative (ل) *lām*, third after the negative imperative (لَا) *lā*, fourth, as the result of an imperative, and the last is in conditional sentences with indirect imperative and prohibition meaning (Dukes, 2011). Here are the examples of the sentences with jussive mood:

1. فَلْيَعْبُدُوا رَبَّ هَذَا الْبَيْتِ (*Fal ya 'budū rabba hāzal bait*)

Meaning: Let them worship the Lord of this house (Qs. 106:3)

2. فَأَمَّا الْيَتِيمَ فَلَا تَقْهَرْ (*Fa 'ammal yatīma fa lā taqhar*)

Meaning: (so as for the orphan, do not oppress [him]) (Qs. 93:9)

The jussive mood contains indirect imperative meaning but the verbs in jussive mood are not in the form of imperative verbs (فعل أمر) *fi'il'amar*, jussive mood appears in the form of imperfective verb (فعل المضارع) *fi'il muḍāri*.

The imperative mood of the verb in Arabic appears in the form of (فعل أمر) *fi'il'amar*, this kind of verb is only used for the second pronoun subject, so it only has five forms of the verb, as indicated in the table below:

Table 2.8 the imperative mood of the verb in Arabic (فعل أمر) *fi'il 'amar*

Person	Number	Gender	Verb Form	Sentence	Meaning
Second person	Singular	Masculine	(أَفْعَلْ) <i>if'al</i>	أَفْعَلْ فَرِيضَتَكَ <i>if'al farīḍataka</i>	Do your duty
		Feminine	(أَفْعَلِي) <i>if'alī</i>	أَفْعَلِي فَرِيضَتَكَ <i>if'alī farīḍataki</i>	Do (fem.) your duty
	Dual	Masculine	(أَفْعَلَا) <i>if'alā</i>	أَفْعَلَا فَرِيضَتَكُمَا <i>if'alā</i>	Do (two) your duty
		Feminine		<i>farīḍatakuma</i>	
	Plural	Masculine	(أَفْعَلُوا) <i>if'alū</i>	أَفْعَلُوا فَرِيضَتَكُمْ <i>if'alū</i> <i>farīḍatakum</i>	Do (plural) your duty
		Feminine	(أَفْعَلْنَ) <i>if'alna</i>	أَفْعَلْنَ فَرِيضَتَكُنَّ <i>if'alna</i> <i>farīḍatakunna</i>	Do (plural fem.) your duty

From the table above we can see that there is no distinction between male and female verb form for the dual number subject in imperative verb, so the form (أَفْعَلَا) *if'alā* is used in both male and female.

2.2.2.2 English Verb Forms

There are some kinds of verb in English, some of them are transitive verbs, intransitive verbs, copulative or linking verbs, and auxiliary verbs (Ehrlich, 2004: 37). Transitive verbs are the verbs that need a direct object, whereas intransitive verbs are the verbs that do not need a direct object. The English transitive verbs can be formed into the passive form. The passive form of verbs in English are usually called as passive voice, the formula of the passive voice is be plus past participle (Murphy, 1993:38). Copulative verbs are also known as linking verbs, this kind of verb relates subjects with their complements, whereas auxiliary verbs are the verbs used with other verbs to form time dimension or modality.

From the classification of morphological word formations, English verbs can be inflectional and derivational. English verbs morphological formations are derivational when the verbs are added by morphemes that can change the lexicons' identities and meanings, like in the verb 'write' if it is added by morpheme '-er', it becomes 'writer' that means 'the person who writes', and the identity of the word changes from a verb into a noun. English verbs morphological formations are inflectional when they are added by morphemes that occur in the form of affixes that show the time and the doer of the action, but those additions do not change the words' identities and the words' meanings. We can see in the example of English word 'write', this word can be added by the morpheme '-s' then it became 'writes' but the identity of the word is still as a verb, the suffix that is added is just a kind of subject verb agreement. The subject-verb agreements in English are affected by the person and the number of the subject.

Inflectional word formations in English verbs are related with tenses, aspects, moods, and subject-verb agreements. According to Newson et.al., (2006:18), the inflection in the English verbs usually represents tense distinctions and not all inflectional forms are regular, there are some irregular forms of past tense. In other words, it can be said that according to the regularity of past form, verbs can be

classified into regular and irregular forms. Regular verbs have the same forms of past and past participle, they are base form added by the suffix –ed. In contrast, irregular verbs have their own forms of past and past participle, for example, the word ‘sink’ will be ‘sank’ for the past form, and will be ‘sunk’ for the past participle form. English verbs are related with the time dimension that organized in the tense system. The English tense system takes the form of inflectional verb in the form of affixes or auxiliary verbs. According to Salim (2013:125), inflectional affixes that usually added to English words are grammatical in nature and they occur after the root word and they do not change the word class.

a. English Verb Forms based on the Tense, Aspect and Subject-verb Agreement

As stated previously, verbs are related with three elements which are tense, aspect, and mood. In English, the division of tense in traditional English is mainly described as “past” and “present”. Many statements that traditionally refer to the “future” usually emerged with the auxiliary verbs like “will” and “shall” (Lyons, 1995:299). Meanwhile aspect in English can be classified into perfect and imperfect, although the use of aspect is often overlapped with tense. Imperfect forms of English verbs are usually presented in the form of progressive and present forms of the verbs. To show the time of an action and its’ degree of completeness, tense and aspect can be used together and form eight main classifications of tense and aspect, namely simple present, present progressive, present perfect, present future, simple past, past progressive, past perfect, and past future. According to Eckersley (1958:43) simple present is used to indicate situations that exist in present time or at the moment of speaking, habitual action or everyday activity, and general truth. Present progressive is used to indicate an activity that is in progress at the moment of speaking, general activity that is done by someone during certain time such as, this week, this month, this year, etc., and it is also denotes an action in the future. Present perfect is used to indicate the idea that something happened before now, at an unspecified time in the past, and situations began in the past and continues to the present. It also denotes an

action which has just concluded. Beside present form, there are also past form of the English verb, according to Eckersley (1958:43) simple past is used to indicate an activity began and ended at a particular time in the past. Meanwhile past perfect is used to indicate an activity that was completed before another activity happened in the past. There is also past progressive tense that is used to indicate two actions that occur at the same time, but one action began earlier and was in progress when another action occurred. As stated by Lyons (1995:299) in the previous section, the division of tense in English are mainly present and past, so there is no exact tense category of future. Future time in English can be expressed by present tense, be going to infinitive, and auxiliary verbs that denote future times.

In the term of subject-verb agreement, English finite verbs are agreed in number and person to their subject. The basic principle of this agreement is, singular subject needs singular form of the verb, while plural subject needs plural form of the verb, as indicated in the examples below:

1. **A girl walks** on the street.
2. **Two girls walk** on the street.

From those examples we can see that the verb agreed to its subject in the term of number, but subject-verb agreement not only in term of number, the verbs also agreed to their subjects in term of person, as indicated in the examples below:

1. **I am** watching a movie now.
2. **He is** watching a movie now.

For some indefinite pronouns like all, some, or none, the verbs can be singular or plural depending on what they are referring to. There are also some indefinite pronouns that always requires singular verbs, such as everyone, everybody, and each.

b. English Verb Forms based on the Mood Categories

Mood is one thing that also related with the verbs. English mood are classified into indicative, imperative, and subjunctive (Erlich, 2004:42). Indicative mood explains about fact or reality, i.e. "I was born on Jember.", imperative mood

expresses an order and prohibition, i.e. meanwhile subjunctive mood is used to explain a condition that is contrary to the fact, and it usually indicates expectation, supposition, doubt, necessity, certain idiomatic expressions, and it can also indicate an order but in different form to that of imperative. The subjunctive can also appear in the clauses that express wish, demand, request, proposal, and regret. These are the verbs that usually followed by the subjunctive form of the verb: pray, wish, ask, demand, insist order, recommend, request, require, suggest, and regret. In subjunctive, those verbs usually are followed by “that plus base form of the verb”. Here are the examples of sentences with subjunctive mood:

1. I wish that I could be the winner.
2. I demanded that she come to the final test.
3. If President Lyon B. Johnson were still alive, he would find that many of the policies he followed are still in force today.

We can see in the examples above some sentences containing subjunctive mood. The first sentence contains expectation meaning, it shows that the speaker expects that he or she will be the winner of a competition, so this sentence does not tell the factual event, the speaker still has not be the winner, but he or she expects that.

The second sentence contains imperative expression, the speaker demands someone to come to the final test, since the mood of the verb come is subjunctive, so it is not inflected by the suffix -s. Although the sentence contains imperative meaning the mood of the sentence is not imperative however it can also be formed in imperative mood, if the sentence is in imperative mood the form of the sentence will be “Please come to the final test!”.

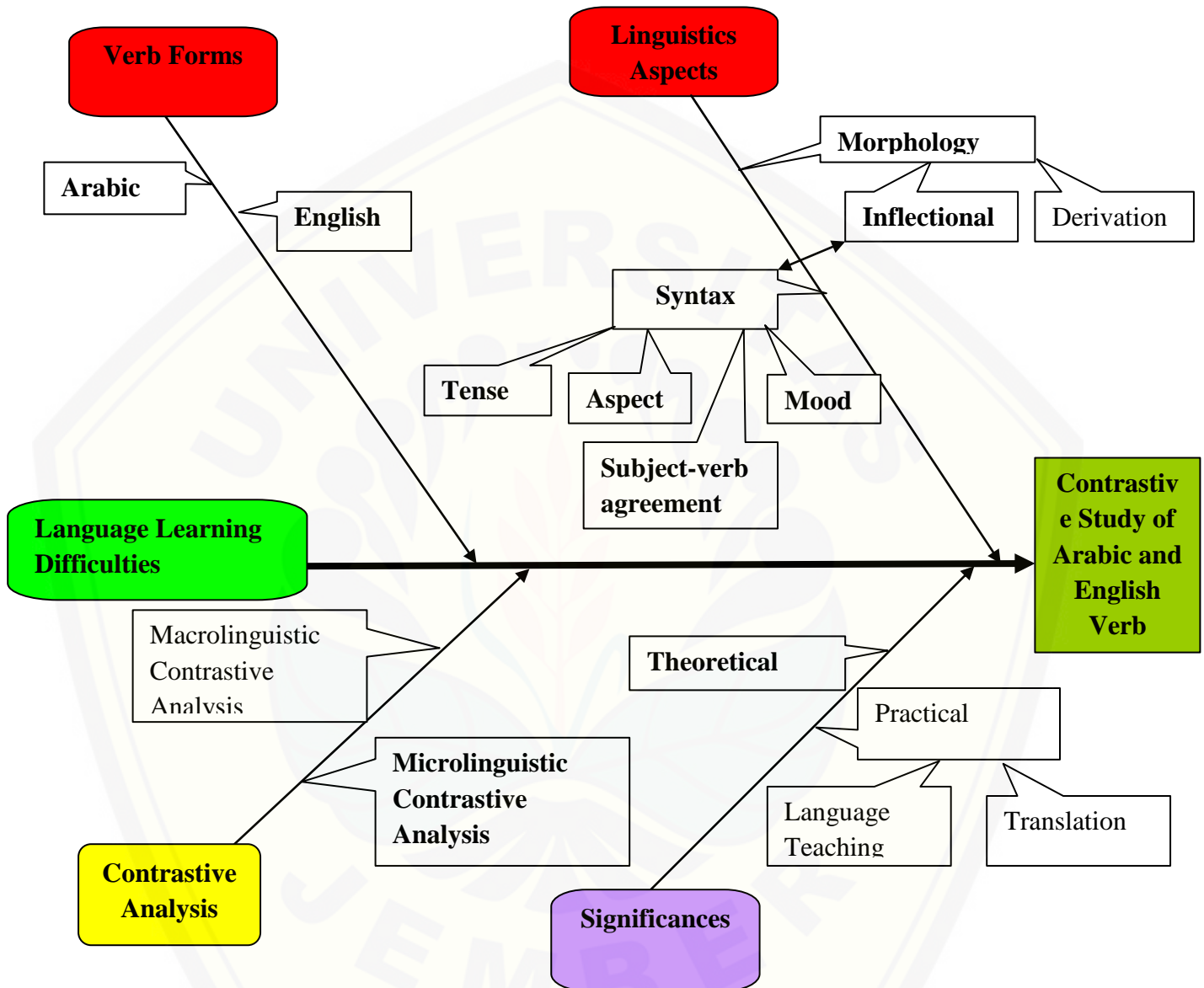
The mood of the third sentence is also subjunctive because this sentence also does not tell about the factual event, this sentence expresses the speaker’s opinion

about what probably happens if President Lyon B. Johnson were still alive, but in fact the president is died.

2.3 The Theoretical Framework

The topic of this research is contrastive analysis about English and Arabic verb forms, since the discussion focuses on the internal aspects of languages that is verb systems, so this research belongs to microlinguistic contrastive analysis. The discussions about contrastive analysis of English and Arabic verb forms cover the discussions about morphological and syntactical aspect. On the morphological aspect the discussion is focused on the inflectional word formation, this formation deals with the syntactical aspects which are tense, aspect, mood, and subject-verb agreement. The results of this study are expected to have theoretical and practical benefits. The results are expected to present necessary information for gaining linguistics knowledge and for specific purposes in applied linguistics fields, such as language teaching and translation. The mind mapping of this research can be seen in the following diagram:

Fish Bone Diagram



Note: the bold written parts are the parts of the research discussion

CHAPTER 3. RESEARCH METHODOLOGY

This chapter explains the research method, the data collection method, and the data analysis method. The research method explains about the research method and design used in this thesis. The data of the research explains about the type of data, the source of the data, and the way in which the researcher collects the data. The data analysis explains the steps in which the researcher processes the data.

3.1 The Research Method

There are many types of research that can be used by the researcher in conducting a research. According to Blaxter et.al (1996:59), based on the types of the data research types are classified into quantitative or qualitative research. Quantitative research is the research that uses the numeric form of data, meanwhile qualitative research is the research that uses non-numeric data, qualitative research tends to focus on exploring the research objects, in as much detail as possible. Furthermore, Strauss and Corbin (2007:4) explained qualitative research as a kind of research that the findings are not obtained from statistic procedures or any other quantification forms. From the description above, it can be said that this research belongs to qualitative research which is done under the purpose to give a clear explanation about the object analyzed.

The types of the research can also be classified based on the source of the data, according to Blaxter et.al (1996:59), based on the source of the data, the research types are classified into deskwork and fieldwork. Deskwork research involves research processes that do not necessary to go to the field, meanwhile fieldwork research involves the processes of collecting the data outside of a laboratory, library, or workplace. Based on those explanation, so this research belongs to the deskwork research because the data are collected from library searches and the researcher is not necessary to go to the field to collect the data. According to Blaxter et al.(1996:62), deskwork research may include the postal

surveys administration, collection and analysis; the analysis of data collected by others; certain experimental or laboratory works; literatures searches in libraries, written literatures or documents.

3.2 The Data of the Research

The data of the research explains about the type of data, the source of the data, and the way in which the researcher collects the data. The data of this research are the verb forms of English and Arabic. The data of this research considered as qualitative data since they do not contain any numerical aspect. The data of this research are taken from the holy book entitled "*The Qur'ān, Arabic Text with Corresponding English Meanings*". This holy book was released in 1997 by Shaheeh International. Shaheeh International is an institution existed in Jeddah, Saudi Arabia, this institution was established with the purpose to edit Islamic literatures in English. The Arabic and English version in this holy book are placed side by side for each sentence, Arabic version is on the right-hand side, and English version is on the left-hand side. Although there are as many as 114 surāh existed in the Holy Qur'ān, the data are not taken from all of the sūrah. Instead the data are only taken from sūrah Al-baqārah. The researcher only takes the data from surah Al-baqārah to make the research become more efficient and avoid too wide range of the discussion. Surah Al-baqarah is the longest surah in the Holy Qur'ān, so it is hoped that many verb forms can be obtained from this surah.

The data collection method that is used in this research is documentary method. The data collection method considered as documentary method because the researcher only take the data from the document and does not take the data from the field such as by doing interview or giving questionnaires to people. According to Blaxter et al. (1996:141) in documentary method the researchers using written materials as a basis for their researches, or it can be said that in the researches with documentary method the research is considered as library-based research.

3.3 The Data Analysis

The data analysis explains about the ways in which the researcher processing the data and it also presents the example of data analysis. The process of the data in this research is done in seven steps, those seven steps are explained as follows:

1. Data collection; in this step the researcher collecting the appropriate data for the research, which are the verbs from the sentences existed in surah Al-baqarah in *“The Qur’ān, Arabic Text with Corresponding English Meanings”*
2. Data tabulation; in this step the researcher lists the words that are considered as the verbs from the sentences in surah Al-baqarah in *“The Qur’ān, Arabic Text with Corresponding English Meanings”* and put them in the table.
3. Data classification; in this step the data are classified based on their forms which are based on the tense, aspect, and mood.
4. Data validation; in this step the data from the source which are Arabic verbs and their English meaning will be validated by crosschecking them to the word by word English meaning of Qur’ān existed in *“The Quranic Arabic Corpus”* website.
5. Data analysis; in this step the researcher analyse the data to see the morphological processes of the verbs based on the syntactical aspects which are tense, aspect, mood, and subject-verb agreement. The data analysis is presented in the form of table that shows the comparison between Arabic and English verbs morphology.
6. Explanation; in this step the researcher explains the result of analysis that is done in the third step.
7. Conclusion; in this step the researcher draw the conclusion from the findings and discussions

The examples of data and data analysis are presented in the tables below:

1. The example of the data analysis based on the tense and aspect

المضارع فعل *fi'il mudhari'* of Arabic verb form with the simple present of English verb form

Data sample:

Verses	Arabic version	Transliteration	English version
3	الَّذِينَ يُؤْمِنُونَ	<i>allażīna yu'minūna</i>	Those who believe

Data analysis:

Language	Relative pronoun	Verb	Verb formation	Tense or Aspect
Arabic	الَّذِينَ <i>allażīna</i>	يُؤْمِنُونَ <i>yu'minūna</i>	ن + و + آمَنَ + ي <i>y + āmana + w,</i> <i>and n</i>	imperfective
English	who	Believe	- + believe + -	simple present

Explanation:

The verb (يُؤْمِنُونَ) *yu'minūna* in the verse 3 is inflected from the stem (أَمَنَ) *āmana* that means he believed, this stem is inflected by the prefix (ي) *y* and suffix (و) *w*, and (ن) *n*. The prefix (ي) *y* is called (حَرْفُ الْمُضَارَعَةِ) *harful muḍāra'ah* which shows that the word belongs to *fi'il muḍāri'*. This form of verb indicates imperfective aspect. The tense of this verb can be past, present and future because the verb “believe” in this verse can happen in the past, present, and future time.

In the English version the verb “believe” of the sentence is not inflected by any prefix and suffix, because in English, the simple present form is the base form. The tense of the verb “believe” is simple present tense, simple present tense is used in this verse because this verse explains repeated action, and simple present tense in English considered as having imperfective aspect.

2. The example of the data analysis based on the mood:

Indicative mood

Data sample:

Verses	Arabic version	Transliteration	English version
3	الَّذِينَ يُؤْمِنُونَ	<i>allażīna yu'minūna</i>	Those who believe

Data analysis:

Language	Relative pronoun	Verb	Verb formation	Mood
Arabic	الَّذِينَ <i>allażīna</i>	يُؤْمِنُونَ <i>yu'minūna</i>	ن + و + آمَنَ + ي <i>y + āmana + w, and n</i>	Indicative
English	who	Believe	- + believe + -	Indicative

Explanation:

The mood of Arabic verb in the example above is indicative the mood of the Arabic verb is marked clearly using the حركة *ḥarakat* (the sign) of the last part of the word, in the example of the verb above we can see that the verb contains indicative mood from the suffix (و) *w*, and (ن) *n* that represents حركة مرفوع *ḥarakat marfu'* for plural form, meanwhile *ḥarakat manṣūb* and *majzum* for plural forms of the verb are represented by omitting (ن) *n*. So the form of the verb is (فعل المضارع (المرفوع) *fi'il muḍāri' marfu'*.

The mood of the English verb in the example above is indicative because it explains about the statement which is (the people who called as *almuttaqīn* are the people who believe in the unseen, establish prayer, and spend out of what We have provided for them). Since indicative mood in English enables any tenses of the verb, so it does not have any specific form of the verb.

Beside the mood of the verb in Arabic is also marked clearly using the حركة *ḥarakat*, in the example of the verb above we can see that the verb contains indicative mood from the suffix (و) *w*, and (ن) *nun* that represent حركة *ḥarakat marfu'* for plural form, meanwhile حركة منصوب *ḥarakat mansūb* and حركة مجزوم *ḥarakat majzūm* for plural forms of the verb are represented by omitting (ن) *nun*. For English verb the indicative mood of the verb does not have any specific marker. Indicative mood in English verbs enable any tenses of the verb, meanwhile subjunctive mood in English can be seen clearly in the third person, singular subject which is marked by omitting the suffixes (of *-s* or *-es*) and using the basic form of the verb.

3. The example of the data analysis based on the subject-verb agreement:

Subject-verb agreement for first person, singular, masculine and feminine

No.	Verses	Arabic version	Transliteration	English version
1	30, 33	أَعْلَمُ	<i>a'lamu</i>	I know
2	122	فَضَّلْتُكُمْ	<i>faddaltukum</i>	I preferred you
3	41	أَنْزَلْتُ	<i>anzaltu</i>	I have sent down

1) Data analysis:

Language	Verb	Verb formation	Subject
Arabic	أَعْلَمُ <i>a'lamu</i>	أ + عَلِمَ + - <i>alif + 'alima + -</i>	First person, singular
English	know	- + know + -	First person, singular

Explanation:

The word *أَعْلَمُ a'lamu* is inflected from the stem *عَلِمَ 'alima* that means “he knew”. The prefix (أ) *alif* that is adhered to the verb in the first example above shows that the subject of the verb is first person, singular (I) and it also shows that the verb is in the imperfective aspect.