CHAPTER I

INTRODUCTION

1.1 Background of Problem

Language is used everywhere: in the house, when a family is talking about something, in the campus, when the students are discussing a problem of research, in the school, when a headmaster gives some duties to the teachers. Some linguists define that: "The language is a system of arbitrary, vocal symbols which permit all people in given culture, to communicate or to interact" (Alwasilah, 1993:82). This definition shows that language is formed by the composition of sound, or arbitrary vocal symbol used to express something in communication among people in their society. Language touches many aspects of human lives. It has a significant part as a tool of communication, especially in modern society. By language, we can communicate with the other. Dealing with this description, Pit Coder said:

> "We can communicate with people only because they share with us a set of 'agreed' ways of behaving. Language in this sense is the possession of a social group, and indispensable set of rules which permits its member to relate to each other, to interact with each other, to cooperate with each other: it is a social institution" (Alwasilah, 1985:9).

Understanding the foreign language knows the essence of the language source. Ronald Wardhaugh in Al–Wasilah (1993:82) defines language as "A system of arbitrary vocal symbols used for human communication". Al-Khouly (1993: 82) gives the definition of language as mentioned bellow:

اَللُّغَةُ نِظَامٌ اِعْطِبَاطِىٌّ لِرُمُوْزٍ صَوْتِيَّةٍ تُسْتَخْذَمُ لِتَبَادُلِ الْأفْكَارِ وَالْمَشَاعِرِ بَيْنَ اَعْضَاء جَمَاعَةٍ لُغَوِيَةٍ مُتَّجَانِسَةٍ

This means "language is a system of arbitrary vocal symbol functions as the way of changing mind and doing the cooperation between one and another".

In line with this, another linguist says that the language is not only produced by organ of speech like sound or arbitrary vocal symbol, but there are rules, which arrange it to produce concrete, clear, and right expression, in order to be easily understood by other people. Chomsky adds that the fundamental notion, that is, syntax of the grammar is the primary, with meaning (and sound) being secondary.

A cursory review of few linguistic difficulties likely to interfere with the learning of English as a foreign language will serve to illustrate how descriptive linguistics and more specially contrastive analysis operates in facilitating a foreign learning.

Here, the writer attempts to focus on the grammar (syntax). As we know that, despite the emphasis on universal language, it is apparently that languages are different. They differ in their sounds, surface structure, grammatical categories, and vocabularies. The language varieties are generally caused by heterogeneous societies, differences of social background, and culture.

Furthermore, Sweet (Alwasilah, 1993:12) emphasizes that the stress of different languages is in the grammatical aspect (syntactic). Moreover he says:

"We see, then, that in language which have both a normal and exceptional order, the later is due to a variety of causes the most important of which is emphasis. In such language the normal order is grammatical (syntactic), serving to show grammatical relations between words. The fewer the inflection, the more important this function becomes, but even highly inflected language observe general principles of syntactic order, however freely they may disregard them in special cases".

Grammar (Hall, 1993:3) is description of certain organizing aspects of particular language. It usually includes phonological (sound), morphological (word composition), and syntactic (sentence composition). Grammar, in Arabic terminology is called "علم قواعد اللغة" including "الصرف" (morphological point) and "النحو" (syntactical point).

English Language component contains of eight parts, there are noun, pronoun, adjective, verb, adverb, preposition, conjunction, and interjection (Al-Wasilah, 1993:47). While the Arabic language component contains of three parts only, there are فعل , اسم *and* حرف (Zaini Dahlan: taken from Matan Al-Jurumuyah, fifth page). We can define from the lesson of language form there is gerund in English and "*mashdar*" in Arabic. According to Irman Noer (2001:249) gerund is defined as verb with "ing" in the end of word. And Fuad Ni'mah (taken from Qowa'idu Al-Lughah Al-A'rabiah, 30th page) says in one of his books that *mashdar* is a word has a single meaning of time.

ما دل على معنى مجرد من الزمان (ملخص قواعد اللغة العربية)

And in an Arabic language *mashdar*'s theory defined as a word taken from a single verb, *mashdar* in Arabic language theory has many kinds of part as well.

Concerning with language; English or Arabic in Mts Al Basyariyah is very important. It was become a crown for them. It is said in Al Basyariyah's motto "اللغة تاج المعهد" it's means that language is boarding school's crown. It was obviously appeared at student's used to language (English and Arabic) in their daily conversation.

The ability to master a foreign language is not simple, even if have more than two foreign languages. For example, if one studies more than one languages, he will face difficulties of interference among those languages. This phenomenon always occurs to learners of foreign languages, especially after they have acquired other foreign language. So, the acquisition between first and second foreign language creates errors caused by this problem. It also happened to student of Mts Al Basyariyah where English has been learnt together with Arabic. To solve that problem, the writer tries to propose the implementation of contrastive analysis.

Therefore, it drives the writer to analyze the problem, entitled **"A Comparative Study between Gerund in English and Arabic Teaching** (a study at Mts Al Basyariyah Bandung)".**

1.2   Statement of Research

The explanation above informs us that Gerund in English and Arabic are varied. We can study their definition, type, form, function, position, and etc.

Therefore, the writer will limit the problem of his research around the gerund in English as well as in Arabic by comparing them. So here, the writer identifies three principle questions. They are:

1. How are the features of Gerund in English?

2. How are the features of Gerund in Arabic (*Mashdar*)?

3. What are the similarities and differences of gerund in English and Arabic with it comparative technique teaching?

1.3   The Aims of Research

In relation to the problems stated in the background of study, this research has the purposes as follows:

1. To describe gerund.

2. To describe gerund in Arabic (mashdar).

3. To find out similarities and differences of gerund in English and Arabic with its comparative technique teaching.

1.4   The Significance of Research

The writer is so sure that this research brings several benefits to:

1. The students of State Islam University (UIN) Sunan Gunung Djati Bandung who wants to analyze language comparison comprehensively.

2. Teachers of English and Arabic course.

3. Those who are interested in studying a comparison between two or more languages.

1.5   Rationale

The fundamental function of language is to transfer massage in communication between speaker and listener needs some patterns and rules that

are gathered in grammar. It makes the language easier to be spoken in interaction among society.

The ability to master a foreign language is not simple, even if have more than two foreign languages. For example, if we study more than two languages, we will find difficulties of interference among those languages. This phenomenon always occurs amid learners of foreign languages, especially after they have acquired another foreign language, like Arabic. So the acquisition between first and second foreign language creates errors caused by this problem.

To reduce this problem above, we can use an alternative way through a contrastive analysis of languages. It enables us to investigate and identify how to overcome the interference caused by differences in two foreign languages.

In this comparative study, the writer attempts to describe, not only the similarities but also the differences. In this case, one of expert in linguistics, Mackey (1965) claims:

> "Differential description is a particular interest to language teaching because of many difficulties in learning a second language are due to the fact that it differs from the fist, so that if we subtract the characteristic of the first language from those of the second, what presumably remains is a list of learners' difficulties".

The study of contrastive analysis as stated by Mackey and Pierre, leads the writer to comprehend the essence of it. Based on those theoretical views of English and Arabic languages, the writer elaborates English and Arabic Adverb more deeply, especially their similarities and differences.

1.6   Method and Procedure of Research

This research uses descriptive method, the writer uses this method will try to find out the differences and similarities between English and Arabic Gerund then finding how to teach both them through comparative technique. The descriptive methodology also intended to obtain the current status and phenomena of situation, as it exists at the time of the study. The obtained data will be collected, analyzed, classified, identified and than interpreted systematically (Margono, 1996:8).

Descriptive method used to look with intense the accuracy at the phenomena of the moment and than describes precisely what the researcher sees (Leedy, 1985: 140). Its method usually explains actual problem and involves investigation, classification, analyzes, already existing data non-experimental research with a preconceived hypothesis. It's same with structural method, which used for solving the currently problem.

According to Arikunto (2003:8) explains that descriptive method is generally not used to examine the hypothesis, but to describe certain variables, phenomena or condition. Tarigan (1995) mentions four principle steps of contrastive analysis. They are:

1.   Comparing. It has to do with linguistics, in order to see the differences between first language and the second language.

2.   Predicting. Using the result of comparison two languages structures, at least we can predict the learning difficulties that possible appear.

3. Arranging the subject. After knowing the learning difficulties, then we can put the subject in orderly based on students' needs.

4. Presenting. It is related to the way of extending the subject using the most effective way.

In this research, the writer uses the following procedure of research below:

1. Collecting data from (books, literatures, internet) that explains about Gerund in English and Arabic and its teaching.

2. Studying these books or literatures and analyzing the data by comparing both has English and Arabic features of Gerund in order to find out the differences and similarities.

3. Analyzing the data by comparing both English and Arabic features of Gerund in order to find out the differences and similarities of them.

4. Interpreting the data as the result of comparing process. In this step, the writer determines differences and similarities of English and Arabic Gerund and its teaching through comparative technique.

5. Inventorying the differences and similarities of English and Arabic Gerund then inventorying its teaching through comparative technique. Here, the writer collects and organizes both of them.

6. Stating or drawing conclusion. In this step the writer draws conclusion based on the result of investigation.