THE IMPLEMENTATION OF CONTRASTIVE ANALYSIS-BASED ARABIC LEARNING

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Abstract

As well as other learning process, the successful Arabic learning can be achieved through several steps. This study aims to explain those steps, and it uses library research. Method of this study covers finding data and sources related to the contrastive analysis in Arabic learning; analyzing the data as well as the sources; and drawing conclusion. The approach used in the learning process can be categorized as a learning difficult foreign language, if it is considered as the perspective in understanding the material. The difficult language is particularly the one that has different systems/subsystems with mother tongue. On the other hand, if the approach is considered as a belief, the successful key to achieve is the use of contrastive analysis. We have to work hard to overcome students' learning difficulties by doing contrastive approach and analysis firstly. However, the most significant part is the goal using contrastive analysis. As the result of this study, hopefully learning Arabic occurs progressively, and absolutely the teaching materials and learning steps need teachers' ability in mastering the contrasted languages. That is the main factor in achieving the learning to be developed further in using this approach.

Keyword: Contrastive, Error Analysis, Foreign Language, Mother Tongue Learning

Abstrak
Seperti halnya proses pembelajaran yang lain, kesuksesan pembelajaran bahasa Arab juga dapat dicapai dengan melalui beberapa langkah. Tulisan ini bertujuan untuk menjelaskan langkah-langkah tersebut dengan menggunakan metode studi pustaka. Pendekatan yang digunakan dalam proses pembelajaran bisa diasumsikan sebagai pembelajaran bahasa asing, jika pendekatan tersebut merupakan suatu pandangan dalam memahami suatu materi pembelajaran. Metode penelitian ini mencakup pencarian data dan sumber yang berkitan dengan analisis kontrastif dalam pembelajaran bahasa Arab; analisis data dan sumber; serta penyusunan kesimpulan. Yang termasuk dalam bahasa yang sulit adalah bahasa yang memiliki sistem / subsistem yang berbeda dengan bahasa ibu. Di sisi lain, jika pendekatan yang digunakan dalam pembelajaran merupakan suatu kepercayaan, maka kesuksesan pembelajaran dapat dicapai dengan menggunakan analisis kontrastif. Kita harus berusaha semampunya untuk menyelesaikan masalah-masalah yang dihadapi siswa dengan menggunakan pendekatan dan analisis kontrastif. Bagaimanapun juga, hal terpenting dalam pembelajaran adalah kemampuan guru dalam menguasai bahasa-bahasa yang dibandingkan. Harapannya, pembelajaran bahasa Arab

bisa terus meningkat, dan pastinya bahan ajar dan langkah-langkah pembelajaran juga perlu dikembangkan.

Kata Kunci: *Kontrastif, Analisis Kesalahan, Bahasa Asing, Bahasa Ibu*

INTRODUCTION

Language learning is a long life activity as the result of the learners' emergent necessary in mastering foreign language. For example, a soldier has to master the language existing in the addressed country to fulfill his duty and professionalism effectively and efficiently.

The existence of language practice is a tool to achieve the bigger purpose. In fact, it cannot be achieved without certain phases, including a phase of learning language's competences. Therefore, language learning should obtain deeper attention because it is not only a purpose, but also a means in achieving the purpose. Learning foreign language, specifically Arabic, is actually not difficult as long as the learners have a strong willing or motivation. Motivation is considered significant in its role in language learning success. Along this line of thoughts, students' motivation toward English language learning can, to a certain degree, influence their learning results.[1] So, the students' awareness of what they need to do in learning a foreign language is inevitable. They should motivate themselves to learn as most teachers and researchers have widely accepted motivation as one of the key factors which influence the rate and success of second/foreign language learning.[2]

Effective learning strategies will lead to a successful learning process. Learning strategies are the conscious thoughts and actions that learners take in order to achieve a learning goal.[3] When the learner consciously chooses strategies that fit his or her learning style and the L2 task at hand, these strategies become a useful toolkit for active, conscious, and

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[1] Ratanawalee Wimolmas, "A Survey Study of Motivation in English Language Learning of First Year Undergraduate Students at Sirindhorn International Institute of Technology (SIIT)," (*FLLT Conference Proceedings by LITU* Thammasat University. 2013), 904.

[2] Leila Anjomshoa, & Firooz Sadighi, "The Importance of Motivation in Second Language Acquisition," *International Journal on Studies in English Language and Literature (IJSELL),* Vol. 3, No. 2 (Februari 2015) :130.

[3] Anna Uhl Chamot, "Issues in Language Learning Strategy Research and Teaching," *Electronic Journal of Foreign Language Teaching National University of Singapore*, Vol. 1, No. 1 (2004): 14.

purposeful self regulation of learning.[4] Once the strategies of successful language learners are identified, these strategies can be taught to less successful learners.[5]

This article discusses the issue of contrastive analysis in Arabic learning. Contrastive analysis is known amongst linguists and educationist as a study used to predict the errors language learners may make in the second language production. In fact, they mostly agree that it is systematic study of a pair of languages with a view to identifying their structural differences and similarities.[6] Keshavarz in Ghasemi defined contrastive analysis (CA) as "the systematic study of a pair of languages in order to identify their structural differences and similarities, usually for translation and teaching purposes[7]. In order to understand the main points of contrastive analysis implementation in Arabic learning, there are elaboration of definition, implementation, limitation, contrastive purpose and procedure, communicative and contrastive analysis, critics, language proficiency test, which combine two different perceptions, involving promotion and implementation of contrastive analysis in Arabic learning. Hopefully, this article is able to provide supporting and qualified arguments related to the topic.

METHOD

This study is a kind of library research, and in order to get the data, the researcher conducted several steps. There were finding data and sources related to the contrastive analysis in Arabic learning, analyzing the data as well as the sources, and drawing conclusion.

RESULT AND DISCUSSION

Definition of Contrastive Analysis

Language learners' errors in their second or foreign language learning receive much attention from any parties. There have been researches and discussions related to this topic, including contrastive analysis and error analysis. Common Indonesian learners are two language users. They are familiar with at least their mother tongue and national language[8]. For an instance,

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[4] Rebecca Oxford, *Language learning styles and strategies: An overview* (2001).

[5] Pezhman Zare, "Language Learning Strategies Among EFL/ESL Learners: A Review of Literature Marvdasht Branch," *Islamic Azad University Marvdasht Iran, International Journal of Humanities and Social Science,* Vol. 2, No. 5 (March 2012): 163.

[6] Firas Ali Suleiman Zawahreh, "A Linguistic Contrastive Analysis Case Study: Out of Context Translation of Arabic Adjectives into English in EFL Classroom," *International Journal of Academic Research in Business and Social Sciences,* Vol. 3, No. 2 (Feb 2013): 427.

[7] Fereshteh Ghasemi, Abusaied Janfaza, and Afshin Soori, "A Contrastive Analysis of the Prepositions "Of" and "From"," *International Journal of Education & Literacy Studies*, Vol. 2, No. 3 (July 2014): 17.

[8] Mansoer Pateda, *Analisis Kesalahan* (Ende Plores: Nusa Indah, 1989), 15-16.

Bandung residents are familiar with Sundanese and Indonesian, while Gorontalo residents are familiar with Gorontalo and Indonesian.

Fries (1945) in his book entitled "Teaching and Learning as a Foreign Language" stated that the most effective learning material in foreign language learning is what based on scientific description of L2 compared with L1 in detail[9]. In addition, there is a surprising statement coming from audio-lingual practitioners who consider that in language learning, learners have to avoid making mistake because it is a "sin" for them. Therefore, the main point of contrastive analysis is comparing mother tongue and foreign language[10].

Thu'aimah and al-Naqah defined contrastive as a comparison study of at least two languages; explaining similarity aspects and similarity of the differences among the distinguished languages, in order to predict the difficulty the learners will face in learning the foreign language. The basic definition is

إجراء دراسة يقارن فيها الباحث بين لغتين أو أكثر مبينا عناصر التماثل والتشابه والاختلاف بين اللغات، بهدف التنبؤ بالصعوبات التي يتوقع أن يوجهها الدارسون عند تعلمهم لغة أجنبية .

Besides its function as the prediction of foreign language difficulty, contrastive analysis is also used for creating a book, learning material, language proficiency test, and other learning aspects [11]. Nayif and Hijaj called contrastive analysis as التحليل اللغوي المقارن but in the other book, they explained this term as التحليل التقابلي. The difference adequately provides a proof that the analysis does not only exist among languages in difference clusters. They stated that this analysis is influenced by behaviorist psychology tradition.

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[9] *Ibid.,*18

[10] Nababan Subyakto and Sri Utari, *Metodologi Pengajaran Bahasa* (Jakarta: PT. Gramedia Pustaka Utama, 1993), 149; Look at نايف حزما وعلي حجاج،*اللغات الأجنبية تعليمها وتعلمها* (الكويت: المجلس الوطني للثقافة والفنون والآداب وعالم المعرفة، د.ت) ٨٩.

[11]أحمد طعيمة رشدي ومحمود كامل الناقة، *تعليم اللغة اتصاليا بين المناهج والاستراتيجية* (إسسكو: منشورات المنظمة الإسلامية للتربية والثقافة، ٢٠٠٦)، ٢٦٩.

Sayuti explained that contrastive approach combines two different things like Fish and Durian. Based on the difference, there are similarity and difference which are identical and remain in one of the contrasted languages that different with the characteristics of those languages.[12]

Mastna and Erta said that contrastive analysis aims to reveal three things. First, the similar language systems of mother tongue and target language. Second, the target language system that has no similarity with mother tongue's. Third, there is little difference between mother tongue and the target language, which is able to create intervention in learning the target language[13].

Therefore, contrastive analysis is an attempt to compare two different language systems that will be foundation in determining whether the language is easy or difficult for the students and language learning [14]. Contrastive in learning is teacher's belief on students' difficulty in language learning caused by intervention, which means there is mother tongue's influence in Arabic learning. Even, it can be assumed that the learner's low ability in learning mother tongue influences their low ability in learning target language because the learners cannot contradict the foreign language with the mother tongue [15]. In short, contrastive analysis is an effort to compare the language systems of two similar or different clusters in order to find the similarity and difference. The similarity and difference will be a guidance in determining whether the systems are easy or difficult for the learners.

The Emergence of Contrastive Approach

This approach is the result of the arguments which state that there must be a culture comparison of the language users [16]. This approach assumes that mother tongue influences the second language learners and focuses on the use of comparison method in language teaching. In this case, the different and similar parts are compared by considering that the first one receives bigger portion[17]. Nayif and Hijaji stated that the influence of intervention in learning foreign language reaches 25-50%[18], meaning there are still the other influential factors. Moreover, Pateda elaborated

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[12] Interview on March 13, 2012 on the 7 floor of FITK UIN Jakarta at 15.30.

١٣ محمد مثنى وأيرتا محي الدين، *المواد الدراسية لتقويم تدريس اللغة العربية* (جاكرتا: قسم تعليم اللغة العربية كلية علوم التربية والتعليم جامعة شريف هداية الله جاكرتا، د.ت), ١٣٧.

[14] Contrastive approach seems to be different with contrastive analysis because of the existence of منهج مقارن and منهج تقابلي in a research.

[15] Aziz Fachrurrozi, interview on June 7, 2012.

[16] Mansoer Pateda, *Analisis Kesalahan,* 19.

[17] Buren's argument cited by Mansoer Pateda (in Allen and Corder, Ed. 1974: 280) Look at. Mansoer Pateda, *Analisis Kesalahan*, 17.

١٨ نايف حزما وعلي حجاج، *اللغات الأجنبية تعليمها وتعلمها،*٩٢ .

seven assumptions of contrastive analysis, which are particularly explained by this fanatical party. Those seven assumptions are [19]:

a. The biggest mistake in foreign language learning caused by the first language intervention.

b. The similar parts found in language learning systems do not produce difficulty for the learners.

c. The different parts in language learning systems produce difficulties.

d. The result of the contrastive analysis will be the foundation in finding learning difficulty and the manifestation appears in the learners' mistakes.

e. The created learning material based on the contrastive discourse becomes the efficient learning material.

f. The comparison between mother tongue and foreign language can reveal the essence of difficulty. The more different the more difficult the aspect for the learners.

The rise of the contrastive analysis was based on a movement led by Robert Lado in 1950s when he created "Linguistics Accross Cultures" book containing discussion of a contrastive method between two languages. He stated that the benefits of the method appear in teaching one of the two languages. His work served a satisfying result in teaching any language[20].

Lado provided the survey proving that learning material based on appropriate contrastive analysis between mother tongue and the target language gave positive and effective results in learning the target language in short time. This contrastive analysis can be conducted in language aspects including phonetics, phonology, syntax, grammar, semantics, and culture[21].

The analysis is called by pre-analysis (التحليل القبلي) because it emphasizes predictive mindset toward the learners' difficulty in language learning. It is able to compare two or more languages, both in one and two language clusters. This kind of analysis emerged after the assumption of the minimum difficulty in language learning due to the close relationship of the two languages[22].

Baradja said that the emergence of contrastive analysis has two reasons. The first one is the improvement of synchronically descriptive linguistics and study of the two languages; and the

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[19] Mansoer Pateda, *Analisis Kesalahan,* 23-24.

²⁰ أحمد طعيمة رشدي ومحمود كامل الناقة، تعليم اللغة اتصاليا، ٢٦٩.

²¹ نفس المرجع.، ٢٦٩.

²² نفس المرجع.،٢٧٠.

second on is the improvement of learning transfer[23]. Therefore, the analysis development is closely related to the other fields of study.

Many universities (Non-Arab) conducted this such analysis. Most of the contrastive analyses explain the relationship between Arabic and other languages, which is mostly caused by the earlier use of Arabic in the universities than the other languages. The fact showing students' mother tongue is not Arabic proves that this contrastive analysis is very significant to ease the Arabic learning in the institution and country[24].

International Dissertation Abstract Gathering discusses about kinds of researches based on contrastive analysis of Arabic and other languages. The members' thoughts are particularly based on educational assumption instead of language assumption[25].

One of the analyses is a product of Najid Greis, in fulfilling his final project to achieve his doctoral degree in 1963 at University of Mainsuta. He contrastively investigated the relationship between the scientists coming from Cairo and English, and the study produced a new learning design.[26]

There was also a contrastive analysis in Arab conducted by Syaikhu Ahmad Sa'îd Ghalâdait contrasting Arabic and Nigerian languages clearly by elaborating the influence of Arabic in the Nigerian based on sound, vocabulary, and grammar. In addition, Abdullah 'Abbâs an-Nadwî analyzed Arabic and Urdu contrastively according to three aspects, namely sound, vocabulary and grammar by explaining the influence of Arabic in the language.[27] Moreover, Musthafâ Hijâzi analyzed the relationship between Arabic and Hausa (الهوسا) languages phonetically, morphologically and syntactically. Muhammad Abdul Qadir Ahmad analyzed and provided three contrastive analyses clearly between Arabic and four other languages (Tagalog, Filifin, Basytu and Susu / الغينيا).[28]

The Syarif Hidayatullah State Islamic University library collected at least two topics of theses related to contrastive analysis, showing the wide scope of this analysis. Those two topics are:

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[23] M.F. Baradja, *Kapita Selekta Pengajaran Bahasa* (Malang: Published by IKIP Malang), 86-87.

²⁴ أحمد طعيمة رشدي ومحمود كامل الناقة، تعليم اللغة اتصاليا، ٢٧٠.

²⁵ نفس المرجع.، ٢٧٠.

²⁶ نفس المرجع.، ٢٧٠.

²⁷ نفس المرجع.، ٢٧٠.

²⁸ نفس المرجع.، ٢٧٠- ٢٧١.

1. "*Analisis Kontrastif Struktur Kalimat Verbal dengan Bahasa Indonesia dan Bahasa Arab*" by Fakhrullah, TB Ace

2. "*Inerferensi Fonemis Komunitas Betawi Ora Dalam Berbahasa Arab: Analisis Kontrastif Artikulasi Fonem al-Qur'an dan Fonem Dialek Betawi Ora di Kawasan Stasiun Soedimara Jombang Ciputat*" by Ahmad Faiz Hakam.

Scope of Contrastive Analysis

There was a contrastive analysis between Arabic and English languages conducted in America's University in Cairo discussing about sound, pronunciation, *nahwu* and *sharaf* (grammar). However, the orientation of the research was only limited in the recent discourse[29].

Pateda revealed three linguistic aspects of contrastive analysis, namely phonology, morphology and syntax. Phonology is the aspect which related to the existence and inexistence of phoneme and its pronunciation. Morphology is related to the affixes as well as words' derivation. Syntax is the aspect which related to words arrangement, which is the essential factor in creating sentences like time, aspect, and numbers[30].

On the other hand, Nababan and Sri stated there were six linguistics aspects which can be involved in contrastive analysis. First, phonology, including segmental and supra segmental phonemes, by regarding the vocal and consonants composition as well as phonology analysis even though it is considered as a weak analysis. Second, morphology, or wording. Third, syntax, meaning sentences arrangement. The weak analysis suggests analysis regarding internal aspects besides external aspects. Fourth, lexical. It is about the use of vocabulary, terms, and idioms. Fifth, culture; it is non-linguistic behavior underlying any pronunciation in a language. Sixth, writing rule (autography) alphabetically (English, Germany, France, Indonesian), syllabically (Javanese, Japanese, especially Hiragana and Katakana, Cherokee Indian) and logographically (Chinese); every symbol is a word or morpheme[31].

It can be concluded that areas of contrastive analysis are phonology, morphology, syntax, semantics, lexical, culture and autography.

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[29] نفس المرجع،۲۷۱.

[30] Mansoer Pateda, *Analisis Kesalahan*, 19.

[31] Nababan Subyakto and Sri Utari, *Metodologi Pengajaran*, 127-128.

Purpose and Procedure of the Implementation of Contrastive Analysis

Pateda explained the purpose of contrastive analysis as stated as follows[32]:

1. Analyzing the differences between mother tongue and the foreign language to succeed the language teaching

2. Analyzing the differences between mother tongue and the foreign language to predict and correct mistakes resulted by mother tongue

3. Fulfilling the students' language competences by using the result of the analysis

4. Helping the learners to find their mistakes to shorten the language proficiency learning

Whitman (Brown, 1980: 150) stated four procedures in contrastive analysis, including:

1. Describing the language or compared parts of the language system.

2. Selecting the different aspects of language elements.

3. Contrasting the language elements.

4. Determining the mistake of the second or foreign language learners

The expectations emerged by this analysis are: First, having capability in predicting the learners' mistake in a learning process. Second, all mistakes come from mother tongue or the first language. And third, there will be an essential difficulty faced by the learners[33].

Matsna explained contrastive research in the following steps [34]:

1) Descriptive study of the each contrasted language (دراسة وصفية عن كل من النظامين اللغويين); for an instance, to contrast the Indonesian and Arabic systems there must be detail transcription in Indonesian because Arabic sound has complete and detail transcription.

2) المقارنة بين النظامين اللغويين; when comparing two different systems, the analysis is usually made in two columns, as the table 1.

Table 1. Analysis Form

اللغة العربية	اللغة الإندونيسية

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[32] Mansoer Pateda, *Analisis Kesalahan*, 20.

[33] *Ibid.*, 21.

[34] Interviewing Prof. Dr. Moh. Matsna HS, MA, on June 5, 2012 at 7.13, FITK UIN Jakarta.

3) تحديد مواطن التشابه;determining the similar or identical aspects between two systems/sub systems of contrasted languages.

4) تحديد مواطن الاختلاف ;determining the different aspects between two systems/sub systems of the contrasted languages.

5) الافتراضات عن الأخطاء عن نتيجة من الاختلافات;predicting the possible mistakes caused by the different systems/sub systems of the two contrasted language.

6) العلاج عن الأخطاء;overcoming or minimizing the mistakes.

Communicative Contrastive Analysis

Each discourse has 6 variables, as stated by Nababan and Sri as the background: time and place, the speakers, the goals, atmosphere, topics and media. There are two elements in contrastive analysis, namely text analysis and discourse analysis. Text analysis is an analysis at the formal level, which examines supra-sentential units (wider than sentences). Discourse analysis is a comparative language analysis at a functional level that examines human pragmatic use of language. In conducting communicative contrastive analysis we need to ask ourselves about the following things.

First, what are taboos in mother tongue and foreign language? Are they similar or different? Several taboos in UK are related to personal life, sex, salary and the price of people's belongings. Secondly, how do people praise and answer the taboos in mother tongue and foreign language? Are they similar or different? Thirdly, what is considered as polite expressions according to the mother tongue and foreign language? Are they similar or different? Fourthly, how do you use the expression of sympathy in mother tongue and foreign languages, are they similar or different? Fifth, what is the method used in asking questions and request (proposal) in mother tongue and foreign languages, are they similar or different? Sixth, how do we disclose the functions of other languages in mother tongue and foreign languages, related to the speaker's culture or way of life both in mother tongue and foreign languages?[35].

If the study is able to cover those aspects, the successful learning will be achieved as the result of the research. Apparently cultural studies, especially written in Arabic, have not been

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[35] Nababan Subyakto and Sri Utari, *Metodologi Pengajaran*, 148.

common for us as Arabic users. What in the discussion still becomes the general discourse which has not been able to reveal Arabic and Indonesian cross-cultural understanding.

Critics on Contrastive Analysis

Indeed, contrastive studies are predicted to be able to overcome second language learning difficulties, so the teacher can take various precautions steps to avoid the difficulties. However, there were some critics related to this study, assuming this study had no many benefits in overcoming difficulties by the following reasons[36]:

1. It is impossible for the researcher to test contrastively all aspects of language using contrastive analysis. It means he will investigate only few, even one aspect of phonetics, morphology, syntax, semantics or culture. In the contrastive study, the researcher is not able to compare it in detail and cannot observe it comprehensively takes although he only chooses one aspect. Surely, there are some missing parts.

2. Contrastive studies are based on the assumption that difficulties occur in different things. In fact, those things created by the contrastive analysis are only at the prediction level, which always has two possibilities, right or wrong. If a teacher predicts something and prepares teaching materials based on predictions, and he finds that the prediction is wrong, this study will not help him much.

3. In conducting test, this study causes several problems. If the students who are taught Arabic are those coming from different countries and mother tongues, automatically there will be difficulties for the teachers in conducting language test.

4. The teacher faces troubles in determining, composing and hierarchizing the different language systems between foreign languages and mother tongue (mother tongue and national language). And with this analysis precisely the learning is teacher centered, not student centered[37].

5. Sometimes predictions resulted from this analysis practically are not found in reality [38].

Basically a theory must have weaknesses because there is no perfection. Appropriate and accurate contrastive implementation will certainly help teachers in creating foreign language learning. However, teacher still has to anticipate the various possibilities that will occur when the reality is different from predictions.

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٣٦ أحمد طعيمة رشدي ومحمود كامل الناقة، تعليم اللغة اتصاليا، ٢٧١-٢٧٢.

٣٧ نايف حزما وعلي حجاج، اللغات الأجنبية تعليمها وتعلمها، ٩٥.

38 A. Sayuti Anshori Nasution, *an interview*, Tuesday, April 10th, 2012, started from 16.00 in room 7.14 FITK UIN Jakarta.

Language Test to Predict Learning Difficulties (اختبار اللغة لافتراض صعوبة التعلم)

There are two different opinions and theories to find out the learning difficulties faced by second or foreign language learners. The first is contrastive analysis and the second is language skills test. Both of them have different assumption. The first assumption is that language learning difficulties are caused by interference (التداخل اللغوي) while the second is caused by tests as a tool to find out the real facts of language learners[39].

If we want to know the difficulty in listening, we can use istimâ (listening comprehension test / اختبار لفهم المسموع) and if we want to find the difficulty in reading the letters in reading activity, we can use reading test (Reading Comprehension / اختبار لفهم المقروء). However, there have been a lot of critics related to the test. First, a test is not related to the students' real difficulties and there is a relationship between the imagination of the test maker and the real world, so can it predict students' learning difficulties? Secondly, if the sentence is unfamiliar to the students, can the test predict the students' learning difficulties?[40] Thirdly, if the information in the sentence is unclear (such as the existence of ambiguity, possibility of misinterpretation, or the test just examine the students' knowledge instead of the language ability), can the test predict students' learning difficulties? Fourth, if the test only measures some aspects of the language, not all aspects of language, can the test predict the students' learning difficulties? It means that obviously the test is unable to conclude inter-language relations.

Kordr explained that a test consists of questions to examine the students' ability in writing certain answers but it is unable to measure the spontaneous ability (contrastive) in responding foreign languages. Moreover, sometimes the students reject the answer choices that are presented on a particular problem because they think that it does not appropriately extract their ability in certain foreign language[41].

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[39] أحمد طعيمة رشدي ومحمود كامل الناقة، تعليم اللغة اتصاليا، ٢٧٢.

[40] نفس المرجع.، ٢٧٣.

[41] نفس المرجع.، ٢٧٣.

The author considers there are many weaknesses instead of advantages of this instrument in analyzing errors. We also need to look at other more accurate, comprehensive and authentic language error analysis tools, using non-test assessment tools such as observation, interviews, questionnaires, etc.

Combining Two Different Perceptions

Both contrastive analysis and language skills test can be combined and they can provide optimal results. Contrastive analysis must be carried out by examining the various references in depth related to the two different languages. Absolutely the researcher must be truly proficient and expert in mastering the two compared languages. After reviewing various literatures, first, it is better for the researcher to check the real condition of the field, due to the fact that theoretical studies can be different from the reality for several reasons of time.

Secondly, the weakness of the tests that have drawn a lot of criticism can be avoided if the test is created as well as possible and it is compiled based on the correct test preparation procedure. The procedure starts from setting goals, making outlines, creating questions, reviewing, testing even analyzing the questions quality and linking the questions. If the steps are carried out correctly, the test will be able to accurately predict the students' learning difficulties. Alternatively, both are combined to avoid repetitive steps in the different domains. Contrastive analysis should be carried out for general purposes and large scope, like for a country, a district, a sub-district etc. When the test is used for narrow fields, such as a school, a class of a school or a class only, it seems that the test will be wasteful and ineffective.

Contrastive Analysis Contribution

Although people understand that contrastive analysis is just an explanation and is unable to predict errors [42], the fact shows that this analysis is actually very important, especially in Indonesia, whose society are bilingual or multilingual. In the eastern part of European countries, the studies of contrastive analysis get serious attention resulting the numbers of contrastive projects, especially between languages (mother tongue and national language) and English, in order to facilitate teaching English as an international language[43].The teacher must be monitored regularly and they must master the two constructed languages. If not, this approach is difficult to produce deep meaning. This analysis supports contributions for the author and the teacher. Book writers write

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[42] M.F. Baradja, *Kapita Selekta Pengajaran Bahasa*, 90.

٤٣ نايف حزما وعلي حجاج، *اللغات الأجنبية تعليمها وتعلمها*، ٩٦.

things that need to be provided in order and language training that need to be emphasized. The language teacher is able to know the reason why the learner makes mistakes and predict the mistakes that they will make.

In his book, Muhbib emphasized that Arabic language research and its results can be useful in the following aspects (1) designing curriculum, (2) preparing Arabic teaching materials, (3) developing Arabic language learning models and orientations, (4) choosing methods and learning media, (5) designing an Arabic language environment in educational institutions, (6) formulating an Arabic evaluation system, (7) composing a dictionary of contextual learning, especially bilingual dictionary, (8) developing translation techniques, (9) designing an active training Arabic program and (10) determining political policies[44]. It is possible that the results of contrastive analysis can actually be used in the ten research criteria revealed by Muhbib.

Thu'aimah asserted that the contribution provided by contrastive analysis include at least three things, namely the one that related to books, learning materials, tests and other learning processes. Besides, the contribution can be in the form of making appropriate textbooks, learning materials and language tests. Likewise, Nâyif and Hijâji emphasized that the usefulness of contrastive analysis is in planning the learning process and determining the learning methods[45].

Furthermore, Lado stated the following matters related to foreign language learning materials:

1. The most effective material must be based on the scientific description of a foreign language that is studied and compared it with mother tongue.

2. Comparison is the main key to obtain the effectiveness of foreign language learning.

3. Distortions made by bilingual or multilingual are related to many differences of various languages that are mastered.

4. Progress results will only be achieved using contrastive analysis.

5. Investigation of bilingual, multilingual and language tests supports effectiveness[46].

The above explanation resumed that the usefulness of contrastive analysis is in designing curriculum, making textbooks, designing effective learning materials, developing Arabic orientation and learning models, designing test instruments for learning outcomes, designing Arabic environment in educational institutions, compiling dictionary of contextual learning, especially

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[44] Muhbib Abdul Wahab, *Pemikiran Lingusitik Tammâm Hassân dalam Pembelajaran Bahasa Arab* (Jakarta, UIN Jakarta Press, 2009), 11-12.

⁴⁵ نايف حزما وعلي حجاج، *اللغات الأجنبية تعليمها وتعلمها*، ٩١.

[46] Mansoer Pateda, *Analisis Kesalahan*, 18.

bilingual dictionaries, designing active Arabic language learning programs, implementing effective material and determining methods and strategies for learning can even be used as material for determining political policies.

Implementation of Contrastive Analysis in Arabic Language Learning

The writer needs to propose a learning using a contrastive analysis approach. Before an Arabic teacher or lecturer conducts learning activities, he must have studied the two systems / sub-systems of the languages, namely mother tongue and the foreign language. If the teacher or lecturer uses contrastive approach, Indonesian students as Arabic learners have to study Indonesian and Arabic systems[47].

The study must be studied in depth and the teacher must be truly qualified in mastering both languages. Therefore, the teacher is able to use both, not only Arabic (an original Arabic teacher) or Indonesian in analyzing the result. One of the Arabic teacher or Indonesian teacher can be the priority. The difference lies in how large the two teachers master the two languages that will be contrasted. If there are two teachers, one is a native Arabic teacher who does not master Indonesian language, and another one a native Indonesian teacher who is quite familiar with Arabic, this analysis will be more appropriate for the Indonesian teacher, and vice versa. Even Sayuti concluded in his research that the statement stating foreign teachers who teach foreign languages for Indonesian students are considered better and more successful, is not based on scientific theories and evidences[48]. Mastna tried to offer a contrastive approach in learning of reading al-Qur'an [49]. It means that native Arabic teacher or native Indonesian teacher does not always provide effectiveness in learning foreign languages (Arabic) and mother tongue, because mastering both languages allows the Arabic teacher to create perfect and meaningful contrastive.

The teacher should do the following basic contrastive actions in teaching process:

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[47] An approach is defined as the point of view of learning, which has been a belief; meaning that the different systems/subsystems will be difficult to learn. The difference created from the interference of mother tongue even national language. Look at Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan* (Jakarta: Pranada Media Group, 2010), 127.

[48] A. Sayuti Anshari Nasution, "Pengajaran Bahasa Arab antara Guru dalam Negeri dan Guru Asing," *Jurnal Afaq Arabiyyah*, Vol. 1, No. 1 (June 2006): 23. The writer experienced the ineffectiveness of foreign teacher. Moreover, if the teacher does not use Indonesian and he has bad English besides his disability in reading and writing letters.

[49] Moh. Matsna, HS, "Pendekatan Fonetik, Kontrastif, dan Komunikatif dalam Pembelajaran Baca al-Qur'an," *Jurnal Afaq Arabiyyah*, Vol. 1, No. 1 (June 2006): 1-11.

1. The teacher analyzes comprehensively the systems or sub-systems of the two contrasted languages[50] in detail, comparing the systems or subsystems of the two languages, finding the similarity of the systems / sub-systems (the system which is taught firstly is the one that has similarity with native language, namely mother tongue / national language[51]), finding systems / sub-systems differences, finding similarities between the systems / sub-systems of both languages, even identifying systems / sub-systems that only exist in foreign languages, not in mother tongue, predicting the easiest until the most difficult aspects that will be taught because of differences in systems / sub-systems, and overcoming the possible mistakes made by the students.

2. The teacher will teach the easiest language first so that the students are motivated to develop their ability in learning foreign languages. In this case, the system / sub-system is the same as mother tongue.

3. Because of the similarity between mother tongue's system/subsystem and the foreign language's enables the languages easier to learn, the high-motivated students are provided the material that is identical with their mother tongue when they have capability and understanding in the languages.

4. Certainly the intensity of teaching the system that is similar to mother tongue is longer than the one that is similar with mother tongue.

5. After finishing teaching the identical ones, teacher teaches the one that is different from their mother tongue. The hierarchy starts from the slightly different to the most different because the difference predictably provides difficulties in student learning.

6. After those steps, the teacher teaches the systems that only exist in foreign languages but do not exist in mother tongue. For example, in teaching the phonetic sound, the letter ض must be ended because the sound of the letter only exists in Arabic (foreign), not in mother tongue.

7. Certainly, the hierarchy does not have to be interpreted rigidly and adjusted to real conditions in the classroom; because predictions sometimes differ from reality even it rarely occurs.

8. In creating an interesting learning, it needs to be synergized with PAIKEM (an active, innovative, creative, effective and fun learning), the use of multi methods, multimedia, multi-

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[50] The contrasted languages are mother tongue and Arabic; if it is need, the mother tongue is the local language, not Indonesian as the national language, or at least it can be national language.

[51] Moh. Matsna, "Pendekatan Fonetik: Kontrastif dan Komunikatif dalam Pembelajaran Baca al-Qur'an," (The 2nd International Conference on Education in Muslim Society, 2015): 4

sources, an atmosphere that is conductive for effective learning, besides the need of readiness of other learning components.

Aziz Fachrurrozi, a Professor of Arabic Language Education, mentioned several interferences in learning Arabic, which are stated as follows.[52]:

1. Phonetics. For examples, pronouncing *hajj* (هج) with ه instead of (حج)ح, pronouncing

   mushalla (مصلى) becomes *musholah*, *ali* (علي) is pronounced *alih*, *sya'ni* (شأني) is

   pronounced *sya'nih*, *saidi* (سيدي) is pronounced *said*.

2. Stressing. For example, the intonation of أنت طالب – أنت طالب in statement and questions

   will be different. The phrase هل أنت طالب is not the same as istifham in Indonesian, because

   in Arabic the emphasis is on the هل not at the end of the sentence.

3. Short and long term, there is a lot of interference in Indonesian because long and short term in

   Indonesian do not influence on meaning. As the word فاطمة is spoken by Indonesian students

   with فطمة without being *mad* on *fa*. Indonesians like to put the question word in the end of the

   sentence like "Muhammad *dimana*" (Where is Muhammad?) then in Arabic it will be أين محمد

   even though in Arabic it is أين محمد. The other examples are ثنوية, عائشة and أنيسة which

   have inappropriate pronunciation, and there is a problem of *tasydiid/syiddah*. The other

   examples are *iqamah* "قد قامت الصلام", In pronuncing الله must be *Allah* or *Alloh*, it is

   pronounced in *o* because the students are from Java, whereas *adzan* in Afrika is Allahu akbar;
   using *a* not *o*. It can be said that the true one is the Christians, but they do not have the *tasydid*,
   although *tajwid* is not significant in other form besides Al-Qur'an.

4. Qawaid (*nahwu dan sharf*), this aspect is important in translation because there are *jumlah ismiyyah* and *jumlah fi'liyyah* in Arabic. In Indonesian, there is not *jumlah fi'liyyah*. When

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[52] Aziz Fachrurrozi, *an interview*, on June 7th, 2012.

people translate محمد حضر , Indonesians are able to do it properly by using *"Muhammad telah Datang"* but when he translate *jumlah fi'liyyah* he will have mistake like حضر محمد . For Indonesian it means *"telah hadir Muhammad" ,* whereas the translation is not appropriate in Bahasa.

CONCLUSION

Every learning process, especially Arabic's, will achieve success after passing the productive steps. If the steps are appropriate, there will be success in achieving the essence of learning Arabic. If the approach is the perspective of understanding the material, it can be considered in learning the difficult foreign language, especially the one that has different system/subsystem with mother tongue. If the approach is considered as a belief, it becomes one of the keys in realizing the belief. We can overcome the learning difficulty by conducting contrastive analysis and approach first. However, the most significant point is the teachers' ability in mastering the contrasted languages. That is the main factor in achieving the learning goal using contrastive analysis. Hopefully, learning Arabic keeps progressing, and absolutely the teaching materials and learning steps need to be developed further in using this approach.

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