

**A CONTRASTIVE STUDY OF INFLECTIONAL MORPHOLOGY
BETWEEN ENGLISH AND ARABIC VERB**

PROPOSAL



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CHAPTER 1

INTRODUCTION

A. BACKGROUND OF STUDY

Language is a very essential instrument in communication. According to Oxford advance Learners dictionary of current English. Language is (1) the system of sound and words used by human to express their thoughts and feelings. (2) the particular language used by people or nation. "Language is an arbitrary system vocal, written, or gestural symbols that allow members of a given communities to communicate with each other. "(Brown, 2000: 5).

As a means of communication, every language has some similarities and some differences. The similarities and the differences are in many aspects of the language, so it makes them have different way to learn and to understand. Verb is part of the sentence, we can find the differences of both language in verb. In English, there are three types of verb those are : Verb 1, verb 2 dan verb 3. While in Arabic, there is only one base of verb. The use of verb is influenced by the subject of a sentence. In Arabic, the present tenses is produced with a system of prefixes and past tense is produced with a system of suffixes.

Morphology is part of linguistic. It is the study of the internal structure words, and systematic form meaning correspondences between words (Geert, 2005:4). It analyzes the structure of words and parts of words, such as stems, root words, prefixes, and suffixes. Morphology also

looks at parts of speech, intonation and stress, and the ways context can change a word's pronunciation and meaning. Morphology is the study of language itself, such as studying the formation of words / morphemes and also variations in the combination of words / morphemes in a language. Cross-linguistic variation in the forms and categories of inflectional morphology is so great that 'inflection' cannot be defined by simply generalizing over attested inflectional systems or paradigms. Rather, we define it as those categories of morphology that are sensitive to the grammatical environment in which they are expressed. Inflection differs from derivation in that derivation is a lexical matter in which choices are independent of the grammatical environment while inflection is a general grammatical process which combines words and affixes (always suffixes in English) to produce alternative grammatical forms of words. E.g. The plural morpheme is an inflectional morpheme. This implies that the plural form *flowers*, does not represent a lexical item fundamentally different from the singular form *flower*, it is simply an inflectional variant of the same word. Inflection contributes a morpheme that is required in order to ensure that the word has a form that is appropriate for the grammatical context in which it is used. Some linguists say that inflectional morphology is concerned with syntactically driven word-formation. Inflectional morphology deals with syntactically determined affixation processes while derivational morphology is used to create new lexical items. (Katamba and Stonham, p. 223).

In English, verb forms provide information about events or actions; for example, time, period, relation to another event or action, and so on. Aarts & Haegeman (2006) explain that in order to express or demonstrate tense, voice; moods and aspect, helping verbs are used. For example, the third person singular uses the auxiliary verbs 'is', 'does' and 'has'. In English, the main forms of most verbs are the present form, the past form which for regular verbs is indicated by *d*, and *-ed* and the present progressive form made by ending a word with *-ing*: e.g. watch, watched, and watching (Palmer, 2016).

The inflectional verbal morphology of Arabic distinguishes between a suffix conjugation and a prefix conjugation, generally referred to by linguists as the perfect and the imperfect. The suffix conjugation typically refers to the past tense, while the prefix conjugation typically refers to the present tense (Alasmari, 2018:1601).

The grammatical categories relevant for verbs in English and Arabic are person (first, second, third), number (singular, dual, plural), and gender (masculine, feminine). These categories are realised in the suffixes of the suffix conjugation and in the prefixes (and suffixes) of the prefix conjugation, as the examples I wrote/*katabuu*, we wrote/*katabna*, you(m) wrote/*katabta*, he wrote/*kataba*, and they wrote/*katabuu*. (Alasmari, 2018:1603).

Based on the above issue this research needed to be conducted in expectation to give great contribution for teaching and learning process

especially for the class of morphology and additional references for islamic schools, collages and public readers.

B. STATMENT OF THE PROBLEM

Based on the backround of study, the statement of problem in this research are :

1. How is the inflectional process of verb in English and Arabic ?
2. What are the different from inflectional process of verb in English and Arabic?

C. LIMITATION OF THE PROBLEM

The study only foccus to compare about the inflactional system of verb in English and Arabic language. In this case inflectional system just foccus in affixation (prefixes and suffixes) of verb (present and past tense).

D. PURPOSE OF THE STUDY

This study aims to analysis the inflectional process and discribe the different inflectional system between English and Arabic verb.

E. SIGNIFICANT OF THE STUDY

The research is expected to be a benefical study; especially for the researcher herself, for teachers, lectures, students, readers and those who are interested in the study of linguistic mainly about constrastive analysis of inflectional in English and Arabic verb.

1. For the readers, lectures, teachers and students

The readers are interested in English and Arabic languages can use this thesis as reading material to improve their knowledge, especially

for the morphology class and related such classes for students of islamic school and colleges.

2. For the researcher

Researcher can get more information about the verb of English and Arabic.

3. For the other researchers

This research finding can give some information to other researcher who are interested in conducting researchers with similiar topics.

F. THE DEFINITION OF KEY TERM

The difinition of key term as follows :

1. Contrastive Analysis is a methode that support to compare the linguistic system of two languages, sounds, gramatical system (Tarigan, 1982:27). In this study contrastive analysis is about the differences of inflectional system between English and Arabic verb.
2. Inflectional refers to a process of word formation in which items are added to the base form of a word to express grammatical meaning. (Richard Nordquist, 2018). This research will describe on affixation of verb in English and Arabic language.
3. A verb is a word which a) occurs as a part of the predicate of a sentence, b) carries markers of grammatical categories such as tense, aspect, person, number and mood, and c) refers to an action or state. (Richard, 1985;305). Verb for this study refers to English and Arabic present and past forms.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Constrative Analysis

Constrative analysis is a method that tries to compare the linguistic sistem of two languanges, Sound, grammatical system (Tarigan, 1982 : 27). This is done by looking at the structural similarities and differences of the studied languages. There are two central aims to contrastive analysis; the first is to establish the inter-relationships of languages in order to create a linguistic family tree. The second aim is to aid second language acquisition.

CA is defined as a realm of applied linguistics entailed in the comparison and contrast of two or more languages or subsystems of languages in order to determine both the dissimilarities and similarities between them (Fisiak, 1985). James (1989), on the other hand, defines CA as "a hybrid linguistic enterprise aimed at generating inverted (i.e., contrastive, not comparative) two valued typologies, and is founded on the assumption that languages can be compared" (p.3).

The idea of contrastive analysis grew out of observing students learning a second leanguage. Each student or group of students tended to repeat the same linguistic mistakes as previous groups. This turned into an assumption that the mistakes were caused by the student's first language interfering with the second. This interference happened because the student applied the first language's rules to the second language ,much in the same way children apply the rules of regular word to irregular ones. Serious studies into contrastive analysis began with Robert Lado's 1975 book,

”Linguistics Across Culture.” Its central tenets and other observations on second language acquisition became increasingly influential in the 1960s and 70s.

Contrastive analysis fails to distinguish between the written rules of formal language and the unwritten rules of informal language. It also fails to take into account differences between dialects. Most contrastive studies take into account basic building blocks of languages such as phonics and vocabulary and also the structural natures of many languages including how they form sentences and change word forms.

Studies comparing and contrasting different languages still have a role to play in language formation and history. The production of language family trees and genealogies are useful for explaining how different languages were formed and where they came from. It is also used to connect different languages together.

Ellys (1986:61) stated two aspects of contrastive analysis. One of the psycholinguistic aspects, relying on the behaviorist account on language learning. The aspect results in both strong and weak version on contrastive analysis hypothesis. The strong frame claims that all second language errors are predictable by identifying and difference between the target and native language this also stipulates that the prime cause, or even the sole cause of difficulty and errors in second language learning is interference. Dullay and Burt (1974:50) have set powerful attacks on this

version that many of the errors produced by the language learners could not be traced to the learners native language.

One of the aspect of contrastive analysis, according to Ellys (1986:25), Is linguistic aspect. As comparison of two languages can be grammar. The contrastive study follows the procedure as: (1) Description (i.e, "formal description of the language is mode"), (2) (i.e. Certain items are selected for comparison"). (3)(comparison (i.e. "the identification of areas of difference a") and (4)(prediction (i.e."identification which areas are likely to cause errors"). Corder alsodiscuss' about eror analysis , recent researchers have found out the mose of the learners, errors are not the one predicted by contrastive analysis and many or errors are also found in aspect that are comparable in both the native and target language.

Concerning to the systematic comparison and contrastive of native target(or second) language system however, applied linguistics are widely knowing the three of them. The are called contrastive analysis (it will be enlarged later in this writing), error analysis "in which the system that can be discerned by analysis of the linguistic error that the learner the markers". The last type of the contransting the two or more language and cultures is also so called discourse analysis in which the larger perspectives the sketches of discourse we use for the pragmatic pourpose of sending and receiving message (Brown, 1980:148). Gazing the contrastive analysis concepts, it deeply rooted behaviourism and structuralism, claimed that the principle barrier to second Language aquisititon is the interference of the firts language system and that of scientific, structural analysis of the two

language in question field in taxonomy of linguistic to predict the difficulties a learner would encounter.

Paul Van Buren (1988) said the justification of contrast analysis is to be found in its explanatory power. If a contrastive analysis fails to explain anything about the natural language data it scarcely seems worth the time and labor that has been expended. Moreover, he complained that earlier contrastive analysis which did not attempt explanation having nothing to contribute to our knowledge of language structure and of the relations which obtained between different language systems. What we can get from the contrastive analysis as presented by Lado. In this famous writing in title "Language Across Cultural", that the first in corporation between native and foreign language lies the key to easy or difficulty in foreign language teaching material are those that are based on a scientific description of the native language of the student will know better what the real learning problem are and can provide for teaching them.

Finally, Randal Whitman in Brown (1980:149) note that the contrastive analysis involved four different procedures. The first, of these description, the linguist or language teacher using the tools of formal grammar, explicitly describes the two languages in question. Secondly, a selection is made of certain since it is virtually impossible to contrast every possible fact of two language. Whitman admits that the selection procedure reflects the conscious assumption of the investigator which in the turn affects exactly what forms are selected. The third procedure itself, the mapping of the linguistic system into the other hand, a specification of one

system two the others, like selection. The last is prediction errors of difficulty on the basis of the first three procedures (description, selection, and contrast). Then the prediction can be arrived at through formulation of a hierarchy of difficulty of thought are more subjective applications of psychology and linguistic theories.

B. English Verb

English distinguishes at least seven major word classes: verbs, nouns, adjectives, adverbs, determiners (i.e. articles), prepositions, and conjunctions. English verbs are inflected for tense and aspect, and marked for agreement with third person singular subject. Most verbs have six inflectional forms. The primary forms are a plain present, a third person singular present, and a preterit (past) form. The secondary forms are a plain form used for the infinitive, a gerund-participle and a past participle. The copula verb *to be* is the only verb to retain some of its original conjugation and takes different inflectional forms depending on the subject. The first person present tense form is *am*, the third person singular form is *is* and the form *are* is used second person singular and all three plurals. The only verb past participle is *been* and its gerund-participle is *being*. English has two primary tenses, past and non-past. The preterit is inflected by using the preterit form of verb, which for the regular verbs includes the suffixes *-ed*, and for the strong verbs either the suffixes *-t* or a change in the stem vowel. The non-past form is unmarked except in the third person singular, which takes the suffix *-s*.

The present form includes the base form and s-form whose choice depends upon number of the subject, whether singular or plural. It also includes present participle which is-the-ing form that may follow any of the seven forms of be ; am, is , are, was, were, be, or been to make continuous or progressive verb phrases. As from the past form it is either a past or past participle; each has its uses whether alone or combined with other verb forms. Furthermore, Stageberg (1981:140) identifies verbal and non verbal verb forms. Surely, he refers to what Quirk and Greenbaum (1973:43) called the finite and non-finite verb forms. For Quirk and Greenbaum (Ibid:30), English has a maximum of five verb forms: base, -s form, -ing participle. The letter case refers are formally alike, for instance, the verb set, and put, etc.

In English, verb forms provide information about events or actions; for example, time, period, relation to another event or action, and so on. Aarts & Haegeman (2006) explain that in order to express or demonstrate tense, voice; moods and aspect, helping verbs are used. For example, the third person singular uses the auxiliary verbs 'is', 'does' and 'has'.

In English, the main forms of most verbs are the present form, the past form which for regular verbs is indicated by *d*, and *-ed* and the present progressive form made by ending a word with *-ing*: e.g. watch, watched, and watching (Palmer, 2016).

C. Arabic Verb

Arabic verbs (فعل *fi'l*; pl. أفعال *af'āl*), like the verbs in other Semitic languages, and the entire vocabulary in those languages, are based on a set of two, three, four and also five (but mainly three) consonants called a root

(*triliteral* or *quadriliteral* according to the number of consonants). The root communicates the basic meaning of the verb, e.g. كتب *k-t-b* 'write', قرء *q-r-* 'read', أكل *'-k-l* 'eat'. Changes to the vowels in between the consonants, along with prefixes or suffixes, specify grammatical functions such as person, gender, number, tense, mood, and voice.

The arabic language has a unique verb system which differs from that uses in English. In Arabic, the verb is the most important part of the sentence, as the verb conveys both action and time. In Arabic verb, tense and aspect can be represented using the rules of inflectional morphology (Truck, 2010).

There are three tenses in Arabic: the past tense (الْمَاضِي *al-māḍī*), the present tense (الْمُضَارِع *al-muḍāri*) and imperative command (al-Amr). In some contexts, the tenses represent aspectual distinctions rather than tense distinctions. The usage of Arabic tenses is as follows:

- The past tense (الْمَاضِي *al-māḍī*) often (but not always) specifically has the meaning of a past perfective, i.e. it expresses the concept of 'he did' as opposed to 'he was doing'. The latter can be expressed using the combination of the past tense of the verb كَانَ *kāna* 'to be' with the present tense or active participle, e.g. كَانَ يَكْتُبُ *kāna yaktubu* or كَانَ كَاتِبٌ *kāna kātibun* 'he was writing'. There are some special verbs known as "compound verbs" that can express many grammatical aspects such as Inchoative, Durative etc., for example *bada'a yulfitu*

nnazara means "It started to attract attention" which *bada'a* conveys the meaning of "to start doing something (in the past)"

- The two tenses (المضارع *al-muḍāriʿ*) can be used to express relative tense (or in an alternative view, grammatical aspect) when following other verbs in a serial verb construction. In such a construction, the present tense indicates time simultaneous with the main verb, while the past tense indicates time prior to the main verb. (Or alternatively, the present tense indicates the imperfective aspect while the past tense indicates the perfective aspect.)

Arabic words consist of one or more morphemes. Unlike English, the morphemes in Arabic content words are discontinuous. Watson, (2002, p. 3) points out "One of the main distinguishing features of Semitic languages is their root-and-pattern morphology." The root in Arabic language is consonantal and it cannot stand on its own as a word. It indicates meaning but it needs the support of a pattern, i.e., one or more vowels, to form a word. Function words, pronouns and loanwords are regarded as solid stems because "they cannot be reduced or analyzed into the root-pattern paradigm" (Ryding, 2005, p. 50). To derive or inflect words from that root, vowel sare usually inserted into it. In other cases consonants can be affixed to that root to derive other words. The root consonant *q-t-l* (Note 1) indicates something related to killing. Table (1) shows different words related to this meaning.

Table 1. Words related to the same meaning with the same consonantal root

Word Meaning		Word Meaning	
<i>Qatal</i>	kill + perfective	<i>Qātala</i>	fight+perfective
<i>yaqtul</i>	kill + imperfective	<i>qātil</i>	killer/mortal
<i>ʔuqtul</i>	kill (imperative)	<i>qatl</i>	killing
<i>qatīl</i>	killed/martyr/assassinated	<i>taqātal</i>	fight(one another)
<i>maqtūl</i>	killed/martyr/assassinated	<i>qutīla</i>	be + killed

The grammatical categories that pertain to verbs in Arabic are: tense, number, person, mood, gender and voice. There is an agreement between the verb and the subject of the sentence in terms of number, person and gender. (Ryding, 2005, p. 438) argues that “agreement markers ensure that the verb inflects in accordance with the nature of its subject.” The consonants in *q-r-* ʔ indicate something related to reading. Table (2) presents different sound triliteral verb forms in the past tense that consist of the consonantal root *q-r-* ʔ, the vowel pattern *-a-a-* and the suffixes that carry the inflectional markers for number, person and gender. It should be noted that past tense verbs don't take prefixes to inflect.

Table 2. Past tense verbs with the same consonantal root conveying related meaning

Word	Number	Person	Gender
<i>qaraʔtu</i>	Sg.	1st	Masc./Fem.
<i>qaraʔnā</i>	Dual/Pl.	1st	Masc./Fem.
<i>qaraʔa</i>	Sg.	3rd	Masc.
<i>qaraʔat</i>	Sg.	3rd	Fem.
<i>qaraʔā</i>	Dual	3rd	Masc.
<i>qaraʔatā</i>	Dual	3rd	Fem.
<i>qaraʔū</i>	Pl.	3rd	Masc.
<i>qaraʔna</i>	Pl.	3rd	Fem.
<i>qaraʔta</i>	Sg.	2nd	Masc.
<i>qaraʔti</i>	Sg.	2nd	Fem.
<i>qaraʔtumā</i>	Dual	2nd	Masc./Fem.
<i>qaraʔtum</i>	Pl.	2nd	Masc.
<i>qaraʔtun</i>	Pl.	2nd	Fem.

The Arabic language has a unique verb system which differs from that used in English. In Arabic, the verb is the most important part of a sentence, as the verb conveys both action and time. In Arabic verbs, tense and aspect can be represented using the rules of inflectional morphology (Truck, 2010); therefore, only details of morphological inflection will be discussed in this research.

D. Inflectional English Verb

Morphology is the study of the form or structure of words in a specific language, and of their categorization (Brinton, 2000). A morpheme is the smallest component of a word that has grammatical function or meaning. For example, mowed, mown, mowing, and mows can all be analyzed into the morphemes {mow} + {-ed}, {-n}, {-ing}, and {-s}, respectively. None of these last four can be further divided into meaningful units and each occurs in many other words, such as worked, sawn, sneezing, cooks (Falk, 1998; Yule, 2006).

The focus of this study, which is the process of adding an affix to a word or varying it in some other way according to the rules of grammar of a language is called inflection. In English, for instance, verbs are inflected for 3rd-person singular (she ponders) and for past tense (she spelled). Most nouns may be inflected for plural (lions, clouds etc.). These are not utilized to generate new words in the language, but rather to display aspects of the grammatical function of a word. Inflections are used to indicate if a word is plural or singular, if it is past tense or not, and if it is a comparative or

possessive form. English has eight inflectional morphemes (Trask, 1999; Brinton, 2000; Aarts & McMahon, 2006).

In English, inflection is the process of forming words with a change in its grammatical use but it does not create a new lexical form. Inflectional affixes are defined as the types of affixes which are used to indicate the grammatical function of the words to which they are added. For example, the aspects of number (plurality: *cats*); tense (present simple: *walks*, past tense: *walked*, past participle: *walked* and present participle: *walking*); comparative: *big* - *bigger* - *biggest*; and possession: *rose's*. Inflectional affixes include suffixes only. One inflectional affix is used in a word. They always occur at the end of the word (Al-Hamash & Abdulla, 1976, p.88; Yule, 1985, p. 62; Crystal, 2003, p. 233).

Inflections, as mentioned earlier, vary the form of a word in order to display certain grammatical characteristics. English has only eight inflectional morphemes, listed in Table 1, along with the properties they demonstrate. Except for {-en}, the forms depicted in Table 1 are the regular English inflections. They are regular because they are the inflections attached to the vast majority of verbs, nouns, and adjectives to indicate grammatical properties such as tense, number, gender and case (Brinton, 2000; Yule, 2006) as follows:

Table 1: The English Inflectional Verb

	MORPHEME	GRAMMATICAL FUNCTION	EXAMPLE
NOUN	plural	Marks as more than one	regular: mugs, spas, buses irregular: sheep, phenomena, children
	possessive	Marks for ownership	the man's, Mike's, the boy's
VERB	3 rd person singular present	Marks to agree with singular third person	reflects, founs, proves
	past tense	Marks for past actions	regular: inquired, analyzed, cooked irregular: put, taught, shrank
	present participle	Marks present participle	eating, being, screaming
	past participle	Marks past participle (follows be or have):	regular: proven, taken, eaten irregular: drunk, hung, waited (same as past tense)
ADJECTIVE	comparative	Marks for comparison	faster, nicer, slower
	superlative	Marks as superlative	fastest, nicest, slowest, quickest

Inflections for Verbs in English are suffixed with inflections to signify grammatical states viz past and present tense, past participle etc. As the Table 1 presents, there are four inflections for verbs in English. The morph that identifies noun plurals, which is symbolized orthographically by -s and phonemically as /z/, and /iz/ is the same form as the morph that marks 3rd person singular verbs. Past participles are likewise labeled by the morph -ed (/d/), while present participles and gerunds are indicated by the morph –ing, (Trask, 1999).

However, due to its long and complicated history, there are many irregular verb forms in English, which might be irregular in a variety of ways. Primarily, irregular words may use different inflections than regular ones: for instance, the customary past participle inflection of a regular verb is {-ed}, but the past participle of take is taken. Second, irregular forms may

include internal vowel changes, as in steal/stole, grow/grew, and sing/sang. Irregular forms present the abstract status of morphemes. Thus, the word caught represents {catch} and {past tense}; went symbolizes {go} and {past tense} (Falk, 1998; Aarts & McMahon, 2006).

Table 2: *The example Inflectional affixes of past verbs*

	Base Form	Past Simple Tense
Regular verb	Play bake listen approach gather climb chop copy panic	played baked listened approached gathered climbed chopped copied panicked
Irregular verb	See grow give think throw drive ride run swim sit	Saw grew gave thought threw drove rode ran swam sat

Table 3: *The example Inflectional affixes of third singular person*

Base Form	Simple Present Tense (She,he,it)
box	Boxes
go	Goes
catch	Catches
carry	Carries
play	Plays
kiss	Kisses

E. Inflectional Arabic Verb

According to Webster's Third New International Dictionary (vol. 2, p. 1160, quoted by Muhammad E. 2006), inflection "is the variation or change of form that words undergo to mark distinctions, such as case, gender, number, tense, person, mood, voice, comparison."

Arabic mentions two terms for inflection ; conjugation and declension. Conjugation refers to the process of verb inflection by adding affixes and the combination of verb with the pronouns. Verbs are conjugated for tense, person, number, and gender. Declension is the process that refers to the inflection of nouns and adjective by adding affixes to the roots (Ryding, 2005, p. 51)

The grammatical categories that pertain to verbs in Arabic are: tense, number, person, mood, gender and voice. There is an agreement between the verb and the subject of the sentence in terms of number, person and gender. (Ryding, 2005, p. 438) argues that "agreement markers ensure that the verb inflects in accordance with the nature of its subject. "The inflectional verbal morphology of Arabic distinguishes between a suffix conjugation and a prefix conjugation, generally referred to by linguists as the perfect and the imperfect. The suffix conjugation typically refers to the past tense, while the prefix conjugation typically refers to the present tense.

The grammatical categories relevant for verbs are person (first, second, third), number (singular, dual, plural), and gender (masculine, feminine). These categories are realised in the suffixes of the suffix

conjugation and in the prefixes (and suffixes) of the prefix conjugation, as the examples in Tables 1 and 2 shows:

Table 1: *The suffixes of the Arabic conjugation*

<i>kataba</i> “To write”			
‘I wrote’	<i>katabtu</i>	‘we wrote’	<i>katabna</i>
‘you (m.) wrote’	<i>katabta</i>	‘he wrote’	<i>kataba</i>
‘you (m. pl.) wrote’	<i>katabtum</i>	‘they (pl.) wrote’	<i>katabuu</i>
‘you (f. pl.) wrote’	<i>kabtunna</i>	‘they(f.pl.) wrote’	<i>katabna</i>

Table 2: *The prefixes and suffixes of the Arabic conjugation for the Arabic verb ‘to write’*

<i>kataba</i> “To write”			
‘I write’	<i>Aktubu</i>	‘we write’	<i>nadrusu</i>
‘you (f.) write’	<i>Taktubiina</i>	‘she writes’	<i>taktubu</i>
‘you (m. pl.) write’	<i>Taktubuuna</i>	‘they (pl.)write’	<i>yaktubuuna</i>
‘you (dual) write’	<i>Taktubaani</i>	’ ‘they (dual) write’	<i>yaktubaani</i>

Arabic has a verb form, consisting of a verb stem to which an inflectional affix (prefix or suffix) is attached, with possible changes in the stem. As mentioned earlier, a verb in the Arabic language (similar to English) is a word that indicates the happening of an action, associated with time. This associated time is either the perfect (past), which designates past complete actions, events or states; or the imperfect (non-past) tense, which designates non-past incomplete actions, states or dispositions.

Arabic language has got its verb inflected for these perfect and imperfect tenses, as well as for the imperative mood. The perfect verb has a set of suffixes attached to it with the different perfect tense formations, while the imperfect has got a set of prefixes and suffixes.

The personal pronouns which define the three persons and the two numbers are as follows:

Singular	Plural
<u>1st person</u> أنا [ana] 'I'	<u>1st person</u> نحن [nna] 'we'
<u>2nd person</u> انت [nta] 'you' (masc.) نتي [nti] 'you' (fem.)	<u>2nd person</u> انتم [ntuma] 'you' (pl.) نتنم [ntuma] 'you' (pl.)
<u>3rd person</u> هو [huwa] 'he' هي [hija] 'she'	<u>3rd person</u> هم [huma] 'they' هن [huma] 'they'

We notice that the stem does not undergo change except with 'she' [ferbet] and 'they' [ferbu] where [e] is inserted in the inflected verb after the initial consonant. The suffixes are as follows:

Person	Singular	Plural
1 st person	'I' [-t]	'we' [-na]
2 nd person masc.	'you' [-t]	'you' [-tu]
2 nd person fem.	'you' [-ti]	'you' [-tu]
3 rd person masc.	'he' [-] stem alone	'they' [-u]
3 rd person fem.	'she' [-et]	'they' [-u]

Table 3: *The example of Arabic inflectional*

Arabic	Transliteration	Translation	Arabic Affixes	English Affixes
أعلم	/ʔaʕlamu/	I know	a-	
نعلم	/naʕlamu/	We know	na-	
تعلم	/taʕlamu/	You(ms.) know	ta-	
تعلمين	/taʕlamiina/	You(fs.) know	ta-, -ina	
تعلمان	/taʕlamaan/	You(dual) know	ta-, -aan	
تعلمون	/taʕlamuun/	You(mp.) know	ta-, -uun	
تعلمن	/taʕlamna/	You(mf.) know	ta-, -na	
يعلم	/yaʕlamu/	He knows	ya-	-s
تعلم	/taʕlamu/	She knows	ta-	-s
يعلمان	/yaʕlamaan/	They(dual) know	ya-, -aan	
يعلمون	/yaʕlamuun/	They(mp.) know	ya-, -uun	
يعلمن	/yaʕlamna/	They(fp.) know	ya-, -na	

An instance of affixational, inflectional morphology of Arabic is shown in Table 2 The Arabic stem علم /ʕlm/, with the meaning "to know", combines with the imperfect tense verb pattern and vocalism فاع /ʔʕalu/ to produce the imperfect tense stem علم /ʕlamu/. This stem can also be combined with other 11 combinations of inflectional affixes, creating as many unique word forms.

However, the English counterpart stem can take on the same meanings using far fewer unique word forms. English uses separate words, such as she, we, they, etc. rather than affixes to express number and person. The verb itself has only two forms, *know* and *knows*.

F. Previous Research

Some previous researches related and can be references in this study as follow ;

1. "Morphological Derivations and Inflections in an Algerian Arabic Dialect" a thesis by Djaffar Farida (2013). This study describe the morphological formations and structures with reference to inflectional and derivational forms found in this dialect, explain the morphological processes and patterns involved in the formation of these structures and found the occurrence of all such morphological forms in different grammatical structures.
2. "A Contrastive Linguistic Analysis of Inflectional Bound Morphemes English, Azerbaijani and Persian Languages" a Journal of Education & Human Development by Bahram Kazemian¹ & Somayyeh Hashemi. use theory Fisiak (1985) that CA is defined as a realm of applied linguistics entailed in the comparison and contrast of two or more languages or subsystems of languages in order to determine both the dissimilarities and similarities between them.

From the title of those studies above, they have differences with the researcher's study. every researcher has an own topic that make it different from each other, it is enough to help researcher in the process of collecting literatures, research methods and technique of the study. Even it is examined more in-depth, the similarities between previous research with this study is discuss about the inflectional system of verb especially in English and Arabic language.

CHAPTER III

RESEARCH METHOD

A. Research Design

According to Rajasekar (2006), research methodology is a systematic way to solve a problem. It is a science of studying how research is to be carried out. Essentially, the procedures by which researchers go about their work of describing, explaining and predicting phenomena are called research methodology. In this study, the researcher applies descriptive qualitative method to identify the inflectional process of verb between English and Arabic and uses contrastive analysis to describe the dissimilarities of inflectional system of verbs both of the languages.

Qualitative descriptive research is a research that used to describe data of languages. Generally, qualitative method did not design to utilize statistical procedures (Subroto, 1992:5). In correlation of descriptive qualitative research with descriptive method, descriptive method is collecting the qualitative data, analyzing it and drawing conclusion.

In addition, researcher used contrastive methodology to find the valid data. Manuallang (2016) states contrastive analysis is a method in linguistic, which determines the similarities and differences between two or more languages such as the learner's language and the target language. Contrastive analysis used to identify the target of research. Contrastive analysis is staged into 4 phases as follows:

1. Description;a formal description of the languages target

2. Selection; determine certain items are selected for comparison
3. Comparison; the identification part of difference and similarity both of the language target
4. Prediction, identify which areas are likely to cause errors (Ellis in Pauzan, 2016).

B. Research Object

Research object is something that becomes the attention of the research. According to Sudaryanto (1998 and 1990) in Mahsun(200;2). For finding English and Arabic data, researcher choosed 3 informants from 3 sub-district. Each sub-district researcher choosed 1 informant. It is Following Samarin (1988) statements for research concerning aspects of the language structure is quite required one person a good informant. The sample selection is based on consideration of the proximity of the author geographically with the region. It cause researcher more easy to verify the data from the informant. The criteria for the selection of informants is as follows:

1. Men or women
2. Aged since 23-50 years old (not senile)
3. At least education is S1 and up
4. Expert in both language (English and Arabic)
5. Healthy physical and spiritual.

C. Research Instrument

Research instrument is a test that has characteristic measure the informants with a number of questions and statements in the research, which

can be done by copying the outline of the purpose of the research, is done (Sukmadinata, 2010). Researcher does interview and observation data from informants. Therefore, the researcher will needs another supportive instrument such as: recorder and notebook.

D. Data Collection Procedure

As it pertains to language, this study requires a method that is reliable in order to obtain a result that is scientific and can reliable. There are several ways in collecting information which are use to collect data, such as documents, observation, interview, visal materials, etc (Creswell.2003:186). In this study researcher will use documentation and indepth interview.

The steps of collecting data will be as :

1. Firstly, the researcher found the related material in some libraries, read several books and interview result to get deep understanding.
2. Secondly, the researcher wrote the discussion materials on the provided books or notes.
3. Thirdly,the researcher compared the materials about inflectional between English and Arabic verb.
4. Finally, the researcher transfered those materials into researcher's thesis by writing quotation, paraphrase and conclution.

E. Technique of Data Analysis

In this study researcher used *agih* method as technique to data analyze. *Agih* method is a method of data analysis the tool defining a part of language. Decisive tool in order to work *agih* method is always part of the object of the research itself such as words (the word dissenter, prepositions,

adverbs), syntactic function (subject, object, predicate), clause, word syllable, pitches and etc. The basic technique that used in this study is Divide Element Directly (DED). Then DED is a technique of dividing the data unit of lingual into some elements, the elements concerned are considered as forming the unit of lingual question., the advanced technique is a technique used to change the shape by changing the form of one or several elements of the unit of lingual concerned (Sudaryanto, 1993: 31-38).

Firstly verb in English and Arabic presented in a table, then the data are grouped according to corresponding construction of the constituent; it is inflected from suffixation. After that, the data both of languages has contrasted to look for differences process of verb formation both of the languages. Then, the advanced techniques that used is technique change the shape by changing the form of one or several elements of the unit of lingual concerned.

F. Technique of Data Presentation

According to Mahsun (2014: 123) states that there are two ways that can used to present the result of data analysis, those are formal and informal methods. In the informal method, formulation by using ordinary words; including using the terminology of a technical nature. While in the formal method, the formulation is made by using symbols.

In this study, researcher used both methods to presenting data analysis results. The result of data analysis will be shown descriptively through the sentences which is commonly used in scientific research and also using the symbols of language. The symbols language used to distinguish the character

and function from lingual unit formation with one another. For example the determination of a symbol that refers to a unit of morphemic or the symbol that marks meaning of a word. The symbols of language that used in this study such as square brackets ({ }) used to write morphemic unit, pick one mark (‘ ’) used to flanking meaning and the term in italics indicates that the word or term is a data language, well it is in English and Arabic language.

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