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A SYNTACTIC STUDY OF ERRORS IN TENSE OF MALAYS
LEARNING ARABIC: WITH SPECIAL REFERENCE TO IIUM,
MATRICULATION CENTRE STUDENTS

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FACULTY OF EDUCATION
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Abdelnasir Osman Abdalla Subair

**A Thesis Submitted to the Faculty of Education, University of Malaya
in fulfilment of the requirements for the Degree of Doctor in Education**

2002

DEDICATION

To my parents, my father, Sheikh Osman Abdalla Subair, and my mother Umsalamah
bit Haj Abdalbagi
for their love and encouragement.

ABSTRACT

This is a syntactic study of errors of tense forms of Malays learning Arabic at the International Islamic University Malaysia Matriculation Center.

The main aim of this study is to investigate grammatical errors in the area of the verb inflection for tense in both nominal sentences and verbal sentences of 180 scripts written by a group of pre-university level students. The thesis studies types of errors and their underlying causes. The study also suggests a remedial plan which includes teaching grammar, correcting students' errors, and designing a language syllabus.

The statistical analysis shows that the learners' errors amounted to 1062. The grade order of the types of errors is as follows: past instead of present (TNS1) (39.17%), errors in gender (agreement) (8.94%), number errors (agreement) (7.72%), person errors (6.96%), future instead of present (TNS6) and verb instead of noun both (6.59%), nouns instead of verbs (5.93%), omission of the verb "to be" (4.99%), the present instead of the past (TNS2) (4.51%), addition of the verb "to be" (3.86%), verb negation (2.44%), the present instead of the future (TNS4) (1.69%), the past instead of the future (TNS3) (0.47%), and finally, the future instead of the past (TNS5) (0.09%).

Students committed different types of errors, but most of them committed tense errors and gender errors.

The study reveals that the students face real problems in the inflection of the Arabic verb tenses. However, errors are attributed to several sources, i.e., mother tongue interference is the main source of the errors, besides inherent difficulty of the target language. Other sources are insufficient mastery of Arabic syntax, inadequate

exposure to the target language, methods of teaching, curriculum or textbooks and avoidance strategy used by the students.

This study consists of six chapters. Chapter one states the problem, the significance and objectives of the study. The chapter further shows the status of the Arabic language in Malaysia and its teaching condition in International Islamic University Malaysia (IIUM).

Chapter two extensively reviews the literature of Error Analysis with Contrastive Analysis, as main approaches in second language acquisition studies.

A comprehensive treatment of the verb inflection in the Arabic language is studied in chapter three.

Chapter three further explains the nominal sentence (with verbal predicate), the verbal sentence, and the inflection for tense and agreement in both sentences.

Chapter four, deals with the research methodology and the design adopted in this study which follows the description of the Arabic verb.

A description and discussion of syntactical errors committed in the inflection of the Arabic verb appears in chapter five.

Chapter six is the final chapter of this study, devoted to conclusions, pedagogical implications, and suggestions of teaching the Arabic verb, as well as error correction, in addition, guidelines and recommendations are given for further studies.

ABSTRAK

Ini adalah kajian sintaksis tentang kesalahan pembentukan kata di kalangan pelajar Melayu dalam mempelajari bahasa Arab di pusat matrikulasi, Universiti Islam Antarabangsa Malaysia (UIAM).

Tujuan utama kajian ini ialah untuk mengkaji kesalahan tatabahasa dari aspek pembentukan kata kerja untuk menunjukkan waktu sama ada dalam frasa nama atau frasa kerja. Sumber didapati daripada 180 karangan hasil tulisan pelajar dari pusat matrikulasi ini. Kajian ini adalah mengenai jenis kesalahan tatabahasa dan puncanya.

Analisis statistik mendapati bahawa terdapat 1062 kesalahan tatabahasa dilakukan oleh para pelajar tersebut. Pembahagian peratusan kesalahan adalah seperti berikut;

Petunjuk:

Past Tense (PaT): kata kerja perkara yang telah dilakukan.

Present Tense (PrT): kata kerja perkara yang sedang dilakukan.

Future Tense (FT): kata kerja perkara yang akan dilakukan.

Verb (V): kata kerja.

Noun (N): kata nama.

Kesalahan penggunaan *kata penunjuk perkara yang telah dilakukan* (PaT) di tempat *kata penunjuk perkara yang sedang dilakukan* (PrT) – (39.17%), kesalahan penggunaan *kata penunjuk jantina* – (8.94%), kesalahan penggunaan *kata nombor dan bilangan* – (7.22%), kesilapan pelajar sendiri – (6.96%), kesalahan penggunaan *kata penunjuk perkara yang akan dilakukan* (FT) di tempat (PrT) dan kesalahan penggunaan *kata kerja* (V) di tempat *kata nama* (N) masing-masing (6.59%).

Kesalahan penggunaan (N) di tempat (V) – (5.93%), tidak menggunakan *kata penunjuk "to be"* - (4.99%), kesalahan penggunaan (PrT) di tempat (PaT) – (4.51%),

sengaja menambahkan *kata penunjuk "to be"* - (3.86%), kesalahan penggunaan *kata nafi* (2.44%), kesalahan penggunaan (PrT) di tempat (FT) – (1.69%), kesalahan penggunaan (PaT) di tempat (FT) – (0.47%) dan terakhir sekali kesalahan penggunaan (FT) di tempat (PaT) sebanyak 0.09%.

Majoriti para pelajar melakukan kesalahan pembentukan kata dan kata penunjuk jantina.

Kajian menunjukkan para pelajar menghadapi masalah dalam pembentukan kata kerja untuk menunjukkan waktu dalam bahasa Arab. Walaubagaimanapun, punca-punca utama adalah disebabkan pengaruh bahasa ibunda di samping mentaliti negatif mengenai bahasa Arab. Faktor lain ialah kurangnya pendedahan dan penguasaan dalam sintaks bahasa Arab, kaedah pengajaran, kurikulum atau buku teks serta sikap acuh tak acuh para pelajar.

Kajian ini terbahagi kepada enam bahagian. Bahagian pertama mengupas permasalahan dalam pembelajaran, signifikansi dan matlamat pembelajaran. Bahagian juga menerangkan tentang status bahasa Arab di Malaysia serta keadaan pengajarannya di UIAM.

Bahagian kedua mengulas secara keseluruhan kesusasteraan dalam analisis kesalahan bersama analisis berlawanan sebagai pendekatan utama dalam mempelajari bahasa kedua.

Bahagian ketiga berkisar tentang teknik kajian dan modus operandi yang digunakan dalam kajian ini.

Terdapat teknik menyeluruh dalam penggunaan bentuk kata bahasa Arab, seterusnya menerangkan tentang frasa nama (dengan kata kerja predikat) dan frasa kerja serta bentuk kata yang menyetujui kedua-dua golongan frasa.

Ciri-ciri kata kerja Arab diikuti dengan penerangan dan perbincangan tentang kesalahan sintaksis dilakukan dalam bentuk kata kerja bahasa Arab di bahagian kelima.

Bahagian keenam merupakan bahagian terakhir kajian ini yang menjurus kepada rumusan. Implikasi ilmu pendidikan dan pelbagai cadangan telah dikemukakan berkenaan pengajaran kata kerja Arab di samping pembetulan kesalahan. Garis panduan dan cadangan-cadangan telah diberi kajian selanjutnya.

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LIST OF SYMBOLS AND ABBREVIATIONS

The following symbols are employed in this study:

Omission of the verb "to be".

// Instead of, e.g. (verb instead of noun).

زف An Error in Tense.

وف فان X An Error in Agreement / Gender

وف فا ع X An Error In Agreement / Number

وف فا ض X An Error in Person.

ABBREVIATIONS

BM: Bahasa Malaysia. The National Language of Malaysia

CA: Contrastive Analysis.

EA: Error Analysis.

IL: Inter Language.

LI: First Language

L2: Second Language.

SLA: Second Language Acquisition.

TL: Target Language.'

TNS: Language Tense

TNS1: The Past Instead of the Present

TNS2: The Present Instead of the Past

TNS3: The Past Instead of the Future

TNS4: The Present Instead of the Future

TNS5: The Future Instead of the Past

TNS6:	The Future Instead of the Present
Agr:	Agreement (Subject – Verb –Agreement)
Agr(G):	Agreement Errors / Gender
Agr(P):	Agreement Errors / Person
Agr (N):	Agreement Errors / Number
V//N:	Verb Instead of Noun
N//V:	Noun Instead of Verb
Kaana Ad:	Verb "To Be" / Kaana Addition
Kaana Om	Verb "To Be" / Kaana Omission
V-Neg:	Verb Negotition.
P:	Person.
P1:	First Person
P2:	Second Person
P3:	Third Person
G:	Gender
GM:	Gender Male
GF:	Gender Female
N:	Number
S:	Singular
D:	Dual
PL:	Plural
V// N:	Verb Instead of Noun
N// V:	Noun Instead of Verb

TRANSLITERATION OF ARABIC WORDS

The following is the transliteration system used in this study, of the Arabic and Latin scripts. Arabic script letters that do not correspond to Latin sounds are represented with upper case letters or with two character sequences. All Arabic words employed in this study are transliterated according to the following Latin letters.

1.1. Letters:

ء hamza	'	ر raa'	r	غ ghayn	gh
ا 'alif	aa	ز zyn	z	ف faa'	f
ب baa'	b	س syn	s	ق qaaf	q
ت taa'	t	ش shyn	sh	ك kaaf	k
ث thaa'	th	ص Saad	S	ل laam	l
ج jym	j	ض Daad	D	م mym	m
ح Haa'	H	ط Taa'	T	ن nuwn	n
خ khaa'	kh	ظ Zaa'	Z	ه haa'	h
د daal	d	ع 'ayn	'	و waaw	w
ذ dhaal	dh			ي yaa'	y

2.1. Diacritics:

According to Matthews (1997) a diacritic is "any mark in writing additional to a letter or other basic elements." The following are the marks used in the study:

fatHah (short vowel)	a
kasrah (short vowel)	i
Dammah (short vowel)	u
shaddah	double previous letter
maddah	~aa
sukun	-
tanwyn	N

taa' marbuwTah	t or h
haa' (at the end of the word)	h
'alif maqSuwrah	ae
hamzat alwaS1	e
'al-qamer	'al
'ash-shams	'sh-sh