

CHAPTER ONE

INTRODUCTION

1.1 Background of the Research

Human beings are created by God in a perfect form and are given *aqlu* (brain) as a great favour that constitutes a clear distinction from other God's creatures. Besides, human beings are also created with variations of languages in order to know each other. It is stated in verse 22 of *Surah Ar-Ruum* "And among His Signs is the creation of the heavens and the earth, and the difference of your languages and your colors. Verily, in that are indeed signs for men of sound knowledge".

Analyzing differences of languages as well as their similarities are the main concern of contrastive analysis. Contrastive analysis is a branch of applied linguistics focusing on the systematic comparison between one language and another language through comparing the similarities and contrasting the differences for the need of language teaching without considering to explore the origin of the language (Sadtono, 1987). In line with this, contrastive analysis will contribute significantly for language teachers toward developing their teaching materials as Schachter (1967) says "contrastive analysis, by specifying just which features the two languages have in common and which they do not, can prepare the teacher to what in the foreign language really needs to be taught".

In the acquisition of a second or foreign language, it is believed that the interference of the first language is unavoidable. Richards and Oller (1973) in Djunaidi (1987:18) insist, "interference from the mother tongue is clearly a major

source of difficulty in second language learning, and contrastive analysis has proved valuable in locating areas of interlanguage interference". As the first foreign language that a person acquires, Arabic usually affects the acquisition of English as the second foreign language. In relation to this phenomenon, the students' who learn English after they have learned Arabic, the differences or similarities of Arabic like relative pronouns (*conjunctive pronouns*) may impede or facilitate the acquisition of English relative pronouns. In other words, learners will not have to give special attention to those features of the first foreign that are similar to those of native or second foreign language, while differences will require special attention of the language teacher.

Understanding and exploring language is to identify the rules of language. Arabic and English are worthy of comparison in terms of the rules of their relative pronouns (syntax), therefore, it is appropriate to discuss briefly of Arabic and English relative pronouns.

According to Chejne (1996:33), there are three kinds of the words in Arabic syntax namely, *al-fi'lu* (the verb), *al-ismu* (the noun) and *al-harfu* (the letters). While in English grammar, there are eight parts of speech including the verbs, adverbs, nouns, pronouns, adjectives, prepositions, conjunctions, and interjections (Alwasilah, 1993:34). One of those part of pronouns is relative pronouns or in Arabic term is identified by *al-ismu al-maushul* (conjunctive pronouns) (El-Dahda, 1993).

In Arabic, the relative pronouns or the conjunctive pronouns is defined as "an in derivative noun indicating a specific intention whose meaning is only

completed by a clause mentioned after it and called bond of conjunction (*shilatal maushul*)” (El-Dahda, 1993:65). In English, relative pronouns is defined as “relative pronouns join the clause, which it introduces to its own antecedent, the noun, or pronoun to which it refers”. (Miki Metric production, in <http://www.say-it-in-english.com/Lesson26.html>).

The brief explanation of both English and Arabic relative pronouns as mentioned above attract the researcher to discuss it deeply through contrastive analysis and conducts the research entitled “**English Relative Pronouns Compared to those of Arabic: A Descriptive Study of The English and Arabic Relative Pronouns in The English Translation of Qur’anic Verses**”. The researcher assumes that this study will be applicable specifically for those who are interested in language teaching.

1.2 Statements of the Problems

The problems in this research are stated as follows:

1. What are the English and Arabic relative pronouns in the English translation of Qur’anic verses?
2. What are the similarities between English and Arabic relative pronouns?
3. What are the differences between English and Arabic relative pronouns?

1.3 Reasons for Choosing the Topic

Relative pronouns play important role in language learning and therefore can be a subject of contrastive analysis. Frank (1972:20) also states “relative pronouns are actual substitutes may refer not only to a preceding noun-its *antecedent*-but to a larger part of a discourse that precedes”. Therefore, the

researcher wants to discover the similarities and differences of English and Arabic relative pronouns found in selected verses in the English translation of Qur'anic verses. The consideration of choosing the verses in the English translation of Qur'anic verses is their relevances to the topic of investigation.

1.4 The Scope of the Research

This research is limited only to investigate the similarities and differences in terms of syntactical aspects of Arabic and English relative pronouns found in selected verses in the Holy Qur'an English Translation of the meanings and commentary by Dr. Muhammad Taqi-ud-Din al-Hilali and Dr. Muhammad Muhsin Khan. This study presents the comparison between the English relative pronouns and Arabic relative pronouns through descriptive analysis on their types, functions and positions.

1.5 Purposes of the Research

In accordance with the statement of the research, researcher formulates purposes of research as follows:

- a. to identify the English and Arabic relative pronouns in the English translation of Qur'anic verses.
- b. to investigate the similarities between English and Arabic relative pronouns.
- c. to explore the differences between English and Arabic relative pronouns.

1.6 Significance of Research

This study is expected to give contribution to those who want to analyze language through comparative study. It is also would be beneficial for the teachers of English and Arabic, the students' of other Universities or Institution in which English and Arabic are academically delved and those who learn or like to learn foreign language specifically the topic of relative pronouns.

Apart from the expectations mentioned earlier, this study is also intended to add the literature of English and Arabic comparative study.

1.7 Assumptions

This research is based on the assumption that language is universal (Chaer (1994:52). Universal means that every language in the world shows the similarities and differences (Djunaidi (1987:16). This is also in line with Moulton (1972) as quoted in Sokah (1982:54) that languages is different one another. Besides, the experience in learning a foreign language can assist students in learning another foreign language (Sadtono, 1987:18). This assumption is closely related to the linguistic factor in learning a language that there is a positive and negative language transfer (interference) in learning two or more languages (Tarigan, 1995).

The positive language transfer tends to facilitate language learners because the features of the foreign language that are similar to features of the native language will emerge little difficulty, while features of the foreign language that are different from those of the native language will need some amount of attention on teacher's part (Schachter, 1967).

It can be said that identifying the similarities and differences between languages will contribute to estimate the possibilities of learning difficulties faced by students' in learning a language. (Sadtono, 1987).

1.8 Samples

Best and Kahn (1989:11) define population as "population is any group of individuals that have one or more characteristics in common that are of interest to the researcher". The population of this research is derived from the verses in The Holy Qur'an English Translation of the meanings and commentary by Dr. Muhammad Taqi-ud-Din al-Hilali and Dr. Muhammad Muhsin Khan. The population in this research is very huge, that is all verses available in The Holy Qur'an. Therefore, purposive sampling is set for this research.

A sample is defined as "a small proportion of a population selected for observation and analysis" (Best and Kahn (1989:11). The samples taken should represent the population. The samples in this research is obtained from selected verses in some *Surahs* (chapters) in the English translation of Holy Qur'an that are likely to produce particular qualities of the investigated relative pronouns.

As mentioned earlier, this research employs purposive sampling. According to Berg (2004) purposive sampling is "non-probability samples in which researcher uses special knowledge or expertise about specific group to select subjects who represent this population".

The samples are 18 verses of *Surah An-Nisaa* as the main samples and 26 verses from other *suaar* (chapters) as supporting samples. Those verses are chosen because they are considered representative and they are seen as instances that are

likely to produce the most valuable data of the investigated English and Arabic relative pronouns.

1.9 Method and Procedure of the Research

1.9.1. Method of the Research

Best and Kahn (1989:20) define descriptive research as "descriptive research is concerned with the analysis of the relationship between nonmanipulated variables and development of generalizations, extending its conclusions beyond the sample observed". The method used in this research is descriptive method. Further, Nazir (1988) defines descriptive method as studying the status of a group of people, an object, and set of condition.

Surakhmad (1990) also states that descriptive method is used to explain, analyze, and classify something through various techniques such as interview, survey technique, interview, questionnaire, observation, test technique, case study, comparative study, and study of time and motion. Through this method, the samples are analyzed to investigate the similarities and differences between English and Arabic relative pronouns.

1.9.2 Procedure of the Research

a. Collecting Data

The data are taken from selected Qur'anic verses of the English translation of Holy Qur'an.

b. Analyzing the data

The researcher applies the document or content analysis. Best and Kahn (1989:90) say "this analysis is concerned with the explanation of the status of

some phenomenon at a particular time or its development over a period of time". The steps are, first, the researcher collects the data and categorizes them. After the data are categorized, then they are presented in form of tables. Next, the researcher analyzes the data, formulates similarities and differences, and synthesizes the interpretation of the data and draws conclusions.

The researcher also conducts library research and consults authorities such as English and Arabic teachers or lecturers.

c. Interpreting the data

The data are interpreted by comparing and contrasting the English and Arabic relative pronouns found in the samples, and then sketch both similarities and differences between them.

1.10 Clarification of the Terms

In order to give a comprehensive understanding and to avoid misunderstanding of the problem investigated in this research, the writer would like to make clear the terms used in this research as follows:

1. Frank (1972:21) defines the English relative pronouns as "relative pronoun is noun antecedents that immediately precede them. They introduce adjective clauses in which they serve as subjects or objects".
2. According to Oxford Advanced Learner's Dictionary (1995:231) comparison is "the action of comparing". In this research, comparison is the process of investigating the similarities and differences of English relative pronouns and those of Arabic.

3. Muin (1992:60) states that the Arabic relative pronouns (*al-ismu al-maushul*) is "a word used to qualify something by a sentence which follows, that is a clause. (*maa yadullu 'ala syai'in mu'ayyanin biwasithoti jumlatin tudzkaru ba'dahu tusammaa shilatal maushul*).
4. Clause is "a group of words that included a subject and a verb, forming a sentence or part of a sentence". (Oxford Advanced Learner's Dictionary, 1995:204).
5. Sentence is "set of words expressing a statement, a questions or command. Sentences usually contain a subject and a verb". (Oxford Advanced Learner's Dictionary, 1995:1071).

1.11 Organization of the Paper

This paper presented five chapters as follows:

Chapter One INTRODUCTION

This chapter covers Introduction including Background of the research, Statements of the research, Reasons for choosing the topic, Scope of the research, Purposes of the research, Significance of the research, Assumptions, Samples, Method and Procedure of the research, Clarification of the terms and Organization of the paper.

Chapter Two THEORETICAL FOUNDATION

Chapter Two discusses theoretical foundation, which serves a basis for investigating the research problems.

Chapter Three RESEARCH METHOD

Chapter Three serves Method of the research, Samples, and Technique in collecting the data.

Chapter Four FINDINGS AND DISCUSSIONS

Chapter four is the main point of discussion of this paper. It reports the results of the research.

Chapter Five CONCLUSIONS AND SUGGESTIONS

This last chapter consist of the researcher's interpretation toward the analysis results, conclusions, and suggestions.

