

## CHAPTER FIVE

### CONCLUSIONS AND SUGGESTIONS

#### 5.1 Conclusions

Having analyzed the English and Arabic relative pronouns, the researcher comes to the conclusions that English and Arabic share their similarities and differences with respect to relative pronouns. This way, the researcher would like to conclude it as follows.

##### 5.1.1 Similarities

In terms of definition, both definitions of English and Arabic relative pronouns are similar, that is, the words to qualify something or to connect a dependent clause (*shilatal maushul*) to a noun in another part of the sentence. The similarities between English and Arabic relative pronouns can also be seen in the types of their relative pronouns which are varies each other. English has two types of relative pronouns, they are restrictive and non-restrictive, while Arabic has common conjunctive (*maushul musytarok*) and special conjunctive (*maushul khos*) (El-Dahda, 1993:624-625). Another Arabic grammarian like Ibnu Malik gives different terms, that is, *maushul harfi* and *maushul ismi* (Malik, 1990:73). In conclusion, the types of the English relative pronouns vary and so does the Arabic.

In regard to the functions of relative pronouns, both of English and Arabic also share similarities in some of syntactic functions. English relative pronouns have syntactic functions as subject, object, and object of preposition. Meanwhile, Arabic relative pronouns (*al-ismu al-maushul*) also have syntactic functions as *mubtada* (subject), *maf'ul bih* (object), *majruur bil huruuf* (object of preposition)

and *jaar wal majruur* or *idhaafah* (adverb or complement). In conclusion, the syntactic pattern of word order of English and Arabic is similar.

The similarities are also found in the categories of person, most similarities in grammatical categories of person occur in first person singular (I), first person plural (we), and third person singular masculine (he) and third person singular feminine (she). This research also shows that most of the similarities between English and Arabic relative pronouns are in the translations.

### 5.1.2 Differences

A significant difference between English and Arabic relative pronouns is in grammatical gender, system of number, position and function. With regard to gender, Arabic has strict distinction in the form of relative pronouns in terms of gender both grammatically and biologically (sex). In other words, Arabic has either masculine or feminine in their forms of noun or pronouns. As a rule, Faynan (1998:19) explains “ the *absence* of the round (ة) called (*atta ul marbuuta*) التاء المربوطة which is also called التاء المنورة (*atta ul mudawwara*) shows that a noun is masculine”. Therefore, feminine nouns or adjectives is formed by *suffixing* the round (ة) to them. The masculine is called مذكر (*mudhakkarun*), and the feminine is called مؤنث (*mu'annathun*). In contrast, English does not impose restriction in terms of grammatical gender in their relative pronouns like Arabic.

Another difference is in the system of number that affect the type and form of pronouns. English and Arabic differ very significantly in the system of number. Arabic has *mufrad* (singular), *mutsannaa* (dual), and *jam'un* (plural), whereas English has only singular and plural.

The difference in the position is also obvious. The position of English and Arabic differ to some extent in terms of head noun. English uses the relative pronouns that need to agree with the noun it replaces, while Arabic follow the head noun that need to agree with the head noun in case and number. In other words, in Arabic, it is grammatically accepted if the head noun is singular and masculine, the relative pronouns must be singular and masculine.

The strategies of relativization used by English and Arabic are also different. The strategy used by English is the relative pronouns, while Arabic uses pronoun retention strategy. That is why, there are different syntactical functions of both of them. English does not allow pronoun retention as an object or as object of preposition, whereas Arabic retain the object and object of preposition in the relative pronoun.

The analysis showed that Arabic relative pronouns (*al-ismu al-maushul*) have diverse functions. The distinctive feature of functions of Arabic is as predicate (*khobar*), and *naibul fa'il* (the subject is not mentioned). Another syntactic functions such as *mubtada* (subject), *fa'il* (agent-noun), *maf'ul* (object), *majruur bil huruuf* (object of preposition) and *jaar wal majruur* or *idhaafah* (adverb or complement) are similar to those of English relative pronouns.

## 5.2 Suggestions

Parrot (2001) cited in Jufrizal (2008:133) states "relative clause may create problems for learners whose first language is not closely related to English". The problem may occur due to different feature of native language and the language they are learning. Relating to this study on relative pronouns, the researcher

would like to recommend some suggestions in order to minimize the occurrence of problems in learning language. After accomplishing a descriptive analysis of English and Arabic relative pronouns, the researcher would like to suggest as follows :

1. English teachers at *pesantren* (Islamic boarding school) should be attentive on the similarities and differences between English and Arabic relative pronouns in terms of syntactical, phonological and morphological aspects of these languages.
2. Curriculum, textbook and language teaching methodology should be designed to facilitate the differences by specifically emphasizing and explaining on the differences and problems in learning language, e.g. relative pronouns.
3. Teachers should bear in mind that the similarities of English and Arabic relative pronouns can help learners learn better, on the other hand, the differences may evoke some problems. This way, teacher can at first explaining and showing the similarities before moving forward to the differences in order to minimize learning problems among learners' or students'.
4. Learners should give more attention to the rules, position and function, since Arabic has its own rules in it.
5. The researcher's limited knowledge and source about English and Arabic relative pronouns have made this analysis of the investigated relative pronouns not very detailed. Therefore, further and deeper analysis is

needed because there are many other aspects of English and Arabic that are worthy of comparison, since this research is limited only on the syntactic pattern or function of both English and Arabic relative pronouns.

6. The researcher hopes that there would be another researcher who will conduct comparative study more comprehensively on the contribution of the similarities and differences between English and Arabic in language learning and teaching process, specifically on pedagogical implication in order to help the learners cope learning difficulties.
7. The researcher also expects that English department will provide their students with another foreign language subject like Arabic.