

ARABIC ENGLISH CONTRASTIVE ANALYSIS (ARALISH CA): AN STRATEGY IN TEACHING ENGLISH AS FOREIGN LANGUAGE (TEFL)

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Abstract

In TEFL, a method of teaching which is the most efficacious needs applying. Students have their own different characteristics and interest in term of learning and acquisitioning English as foreign language. This occasionally makes English teachers need to find even a unique method of teaching.

"Aralish" is a blend deriving from Arabic and English. It is then used to name a method of teaching combining the characteristic of Arabic and English languages in learning English as foreign language or vice versa. Arabic and English have a set of similarities and differences. It seems that the differences are more found instead of the similarities, but when explaining the language components of both languages: pronunciation, morphology and syntax, the logically equivalent terms of both languages are available. This strongly does help the students who simultaneously learn both of the languages.

"Aralish", is now being applied as a treatment for the students who join the LBA MA NU TBS Kudus. LBA is a foreign language corner founded by Madrasah Aliyah Nahdlatul Ulama Tasywiquth Thullab Salafiyah (MA NU TBS) Kudus to make its graduates supported with the two main worldwide languages, Arabic and English. LBA builds a memorandum of agreement (MOU) with English Education Department Teacher Training and Education Faculty Muria Kudus University PBI FKIP UMK) in recruiting the trainers. The trainers are exclusive, since they do not only have to master English but also Arabic as well.

Although this new phenomenon has not been formally brought into an experimental research or classroom action research, but as far I, one of the trainers of LBS, have been observing, the students, at least, have been strongly motivated in the teaching and learning process, since they learn two things that are closely related.

Key-words: Arabic-English Contrastive Analysis (Aralish CA)

INTRODUCTION

Language, according to Finochiaro (2001:6), is a system of arbitrary, vocal symbols which permit all people in given culture, or other people who have learned the system of that culture to communicate or interact. Language is very important thing. It conveys the message from one among others and creates a communication and interaction. People need language to communicate and deliver the messages or purposes. There are many different languages all around the world and the language becomes a typical characteristic of the nations. In our nation, Indonesia, we have Indonesian as the national language and so do other nations such as Arabic in Saudi Arabia, English in America and Britain, Japanese in Japan and the other languages had by their respective nations.

English as a foreign language, nowadays, has penetrated the smallest institution of education in Indonesia. It is a kind of demand, even which a playgroup has to complete. It is English that makes traditional Islamic institutions of education change their former belief, that English is a language of colonizer so that learning it is a sin, into a widely open thought, that it is a means of transferring and developing scientific and religious knowledge.

However, the more widely open thought among the traditional Islamic institutions of education still rests in the former classical belief; and this causes the students to have low self motivation to learn English. They consider English is as not important as Arabic which is the language of Holy Quran and other knowledge of Islam. When learning Arabic they have high motivation for it is, for sure, used to learn Islam.

Some languages are, in some occasions, similar in some aspects as well as Arabic and English. Arabic and English are approved to have some similarities one another. This seems to be good news for the students in such institutions of education. The similarities of Arabic and English impress the students that Arabic and English are in fact close; and they get more motivated in learning English as they learn Arabic.

That phenomenon inspires an effort to find an efficacious strategy of teaching and learning English for such students. ARALISH is then tried to be used to answer that phenomenon.

"ARALISH" is a blend deriving from *Arabic* and *English*. It is then used to name a strategy of teaching combining the characteristic of Arabic and English languages in learning English as foreign language or vice versa. Arabic and English have a set of similarities and differences. It seems that the differences are more found instead of similarities, but when explaining the language components of both languages: pronunciation, morphology, grammar and syntax, the logically equivalent terms of both languages are available. This strongly does help the students who simultaneously learn both of the languages.

In other word, ARALISH is just to name a linguistic analysis strategy, contrastive analysis used as a strategy of teaching and learning English. Contrastive analysis is claimed to be a rather old fashioned strategy in acquisition second or

foreign language, it is, however, still effective to solve some related problems in certainly typical schools or educational institutions.

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Although this new phenomenon has not been formally brought into an experimental research or classroom action research, but as far I, one of the trainers of LBA, have been observing, the students, at least, have been strongly motivated in the teaching and learning process, since they learn two things that are closely related.

This article addresses a single grand question: "Is there any significant difference of the LBA MA NU Students' English achievement (grammar mastery, pronunciation mastery, and morphology mastery) before and after being taught by using ARALISH CA in academic year 2010/2011?"

That single grand question is then broken down into two sub-questions that should be explored as follows:

- i. How is the LBA MA NU Students' English achievement (grammar mastery, pronunciation mastery, and morphology mastery) before being taught by using ARALISH CA in academic year 2010/2011?
- ii. How is the LBA MA NU Students' English achievement (grammar mastery, pronunciation mastery, and morphology mastery) after being taught by using ARALISH CA in academic year 2010/2011?

THEORETICAL FRAMEWORK

Second Language and Foreign Language

In the issue of language learning, the terms *second language*, *foreign language*, and *target language* are often used to refer to the language being learned. The term *second language* is usually used to refer to the language being learned which is spoken in the local community. *Foreign language*, on the other hand, refers to the language being learned which is not spoken in the local community. The term *target language* simply refers to that language being learned. English in Malaysia is usually considered as a second language, while in Indonesia it is considered as a foreign language. Hence, the English language learned by the students of LBA MA NU TBS is a foreign language.

Another issue which is also important to clarify is the distinction between acquisition and learning. According to acquisition-learning distinction, adults have two distinct and independent ways of developing competence in a second language, i.e. *language acquisition* and *language learning* (Krashen, 1987:10). He further states that *language acquisition* is a subconscious process, a process which is similar to the way

children develop ability in their first language. Meanwhile, language learning refers to conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them.

Although according to acquisition-learning hypothesis adults also acquire, some second language theorists assumed that adults can only learn (Krashen, 1987: 10). Therefore, in relation with the term *foreign language*, the students of LBA MA NU TBS could be categorized as adult EFL learners. As adult EFL learners, they have to be aware of what they are learning, i.e. English.

Language Learning and Language Use Strategies

Cohen (1998: 4) defines *learning strategies* as 'learning processes which are consciously selected by the learner'. He further stresses the importance of choice in his definition, because that is what gives a strategy its special character. Another characteristic which is also important is that strategies are most often conscious (Cohen, 1998: 4; Chamot, 2005:112) and goal-driven (Chamot, 2005:112). It is the element of consciousness which distinguishes *strategies* from those processes that are not strategic. Putting 'language' into the definition of learning strategies, then, *language learning strategies* can be defined as 'language learning processes which are consciously selected by the learner'.

Learning strategies are important in learning and teaching a second language (Chamot, 2005:112), let alone in a foreign language. The two major reasons of the importance of learning strategies she proposes are in the following points.

1. by examining the strategies used by the language learners during the language learning process, we gain insight into the meta-cognitive, cognitive, social, and affective processes involved in language learning
2. a research conducted by Grenfell and Harris (1999) shows that less successful language learners can be taught new strategies, thus helping them become better language learners

Language learning and language use are two distinct processes but could not be separated from each other, and so are the strategies. In the context of learning a foreign language, this is because the main reason for learning a language is to use it. Another reason is that learning a language will be facilitated by using the language, and using a language without learning it first seems to be very difficult. Therefore, Cohen (1998: 4) defines *language learning* and *language use strategies* in a single notion as:

"those processes which are consciously selected by learners and which may result in action taken to enhance the learning or use of a second or foreign language, through the storage, retention, recall, and application of information about that language."

She further clarifies that the processes in the definition above constitute the steps or actions consciously selected by learners either to improve the learning of a second language, the use of it, or both.

In terms of steps or actions, *language learning strategies* cover strategies for identifying the material that needs to be learned, distinguishing it from other material, if need be, grouping it for easier learning, having repeated contact with the material, and formally committing the material to memory techniques when it does not seem to be acquired naturally. *Language use strategies*, on the other hands, include for subsets of strategies: *retrieval strategies*, *rehearsal strategies*, *cover strategies*, and *communication strategies* (Cohen, 1998: 6). *Retrieval strategies* are strategies which are used to call up language material from storage. *Rehearsal strategies* are strategies for rehearsing target language structure. Repeated contact with material could also be seen as a form of rehearsal. *Cover strategies* are those strategies that learners use to create the impression that they have control over material when they do not. The last, *communication strategies*, are approaches to conveying a message that is both meaningful and informative for the listener or reader.

Language learning and language strategies can also differ according to whether they are cognitive, meta-cognitive, affective, or social (Chamot, 1987; Oxford, 1990). They clarifies that *cognitive strategies* comprise the language learning strategies of identification, grouping, retention, and storage of language material, as well as the language use strategies of retrieval, rehearsal, and comprehension or production of words, phrases, and other elements of the second language. *Meta-cognitive strategies* deal with pre-assessment and pre-planning, on-line planning and evaluation, and post-evaluation of language learning activities and of language use events. Such strategies allow learners to control their own cognition by coordinating the planning, organizing, and evaluation of the learning process. *Affective strategies* are strategies used to regulate emotions, motivation, and attitudes, such as reducing anxiety and arising self-encouragement. *Social strategies* include the actions which learners choose to take in order to interact with other learners and with native speakers.

Significance of Contrastive Analysis in TEFL

Contrastive analysis (Kanarakis in Mackey, 1967) is the comparison of equivalent portions of two languages for the purpose of isolating the probable problems that speakers of one language will have in acquiring the other.

The phrase contrastive analysis also identifies a general approach to the investigation of language, particularly when carried on in certain areas of applied linguistics, such as foreign-language teaching and translation. In the contrastive analysis of two languages, the points of structural difference are identified, and these are then, studied as areas of potential difficulty in foreign language teaching. It is never to be forgotten that contrastive analysis is synchronic; that is to say, we study the language items used in the same period. We don't study the items of a language in different periods under the heading of contrastive analysis.

We should never forget that, contrast, being the fundamental of language, is a fundamental of language teaching and learning. Randal Whitman (1970) noted that contrastive analysis involved four different procedures:

1. Description
The linguist or teacher, using the tools of formal grammar, explicitly describes the two languages in question.
2. Selection
A selection is made of certain forms -linguistic items, rules, structures- for contrast, since it is virtually impossible to contrast every possible facet of two languages. Whitman admits that the selection process "reflects the conscious and unconscious assumptions of the investigator", which in turn affect exactly what forms are selected.
3. Contrast
The mapping of one linguistic system onto the other, and a specification of the relationship of one system to the other which, like selection, "rests on the validity of one's reference points."
4. Prediction
We formulate a prediction of error or if difficulty on the basis of the first three procedures-that prediction can be arrived at through the formulation of a hierarchy of difficulty or through more subjective applications of psychological and linguistic theory.

Aralish Contrastive Analysis (CA)

Some researchers and analysts claim that Arabic and English are two languages which have similarities and distinctions in a couple of aspects, such as morphology, phonetics, grammar, syntax, and even some social and cultural aspects.

Aralish CA of Phonology

Both English and Arabic use a pulmonic regressive airstream mechanism. This means that all the speech sounds of English and Arabic are produced using the lung-air that we breathe out.

The following is the comparative and contrastive analysis of the segmental phonemes of English and Arabic, showing the major phonetic and phonological differences between the segmental phonemes of this Aralish.

Vowel System

There are five areas of Aralish CA of phonology:

1. When English vowels are followed by a voiced consonant or occur word-finally, they tend to be longer than they are when they are followed by a voiceless consonant. Thus, the vowel /u/ in the words *soon* and *sue* is slightly longer than it is in the word *suit*.
2. There is a difference in the vowel quality between the English /i:/ and the Arabic /i:/ and also between the English /I/ and the Arabic /I/. There is no instrumental evidence to support this claim. English [i] sounds higher than Arabic [i] and that the Arabic [I] sounds higher than the English [I].

3. English /u/ sounds slightly higher than Arabic /u/ and that the Arabic /U/ sounds slightly higher than the English /U/.
4. As shown in the chart above, the *central low unrounded lax vowel /a/* exists in Arabic but not in the vowel system of English. The closest English vowel to this Arabic vowel is the back vowel /ā/. Therefore, the CAH predicts that the subjects will use the *back low unrounded lax vowel /ā/*, which exists in their L1, instead of the target vowel /a/. However, since [ā] exists in Arabic as an allophone of the central phoneme /a/, the subjects' use of [ā] instead of [a] might not always lead to negative transfer.
5. Diphthongs [ay] and [aw] as [āy] and [āw] are velar, uvular and velarized.

The following table shows the similarities and the distinctions of vowel system of Aralish:

Aralish longer vowels	<i>soon</i>	مسلّمون
	<i>bean</i>	مسلّمون
Aralish short vowels	<i>suit</i>	-
/u/ in English is slightly higher than /u/ I Arabic	<i>university</i>	يونيڤرسيٲي
Aralish diphthong /ai/	<i>identify</i>	أٲٲين
Aralish diphthong /au/	<i>audience</i>	أٲٲولٲى
English diphthong /yu/	<i>student</i>	-
Aralish vowel /i/	<i>because</i>	بٲٲا
English vowel /E/	<i>bag</i>	-
English vowel /e/	<i>angel</i>	-
Aralish vowel /Ē/	<i>shape</i>	مجرها
Aralish <i>imalah</i>		
Dissolved Aralish diphthong Arabic <i>ikhfa'</i>	<i>she's (she is)</i>	من وجود
Aralish vowel /'a/	-	عالم

Consonant System

The following table shows the similarities and the distinctions of consonant system of Aralish:

Aralish alveolar stop consonants	<i>think</i>	ث
	<i>birth</i>	ث
	<i>taught</i>	ت
	<i>cat</i>	ت ذ (قلقة صغرى)
	<i>worked</i>	

Aralish alveolar fricative consonants	<i>shape</i> <i>wish</i>	ش ش
Aralish palate-alveolar consonants	<i>jack</i>	
Aralish velar stop consonants	<i>book</i>	ك
English inter-dental fricative consonant	<i>beach</i>	ك
English velar stop consonants	<i>chart</i>	-
Aralish alveolar trill consonant	<i>big</i>	-
Arabic <i>tafhim</i>	<i>gap</i>	-
English velar nasal consonant	<i>car</i>	ز
	<i>going</i>	ع
Billabial English consonant /p/		-
Double English consonant	<i>page</i>	ع
Similarly double English consonant	<i>gap</i>	-
Arabic <i>syiddah</i>	<i>smart</i>	-
	<i>add</i>	-

Aralish CA of Morphology

The following table shows the similarities and the distinctions of Aralish morphology:

Aspects	English	Arabic
1. Forms of number	Singular and plural <i>book-books</i> <i>child-children</i> <i>mouse-mice</i>	Singular, dual, plural كتاب- كتابان - كتابون مسجد - مسجدين - مساجد كتاب- كتابان - كتب
2. Noun-Adjective	<i>beautiful girl</i> <i>two beautiful girls</i> <i>many beautiful girls</i>	مرءة جميلة مرءتان جميلتان مرءتون جميلتون
3. Tenses	<u>Present</u> <i>I go to school everyday</i>	فعل مضارع انا اذهب الى المدرسة كل يوم فعل ماضى

Independent variable 2 : ARALISH CA of pronunciation
 Dependent variable 2 : LBA MA NU TBS students' pronunciation mastery
 Student 3
 Independent variable 3 : ARALISH CA of morphology
 Dependent variable 3 : LBA MA NU TBS students' morphology mastery
 The plot of the experimental design can be illustrated as the following:

Table 3.1 Plotting of Experimental Design

	Pretest	Treatment	Posttest
Experimental Group	T ₀₁ , T ₀₂ , T ₀₃	X ₁ , X ₂ , X ₃	T ₁₁ , T ₁₂ , T ₁₃

- T₀₁ = Pretest for Experimental Group 1
- T₀₂ = Pretest for Experimental Group 2
- T₀₃ = Pretest for Experimental Group 3
- X₁ = ARALISH CA of grammar
- X₂ = ARALISH CA of pronunciation
- X₃ = ARALISH CA of morphology
- T₁₁ = Posttest for Experimental Group 1
- T₁₂ = Posttest for Experimental Group 2
- T₁₃ = Posttest for Experimental Group 3

DISCUSSION

Significant Difference of the LBA MA NU Students' Grammar Mastery before and after being Taught by Using ARALISH CA in Academic Year 2010/2011

The English grammar mastery of LBA students of MA NU TBS in academic year 2010/2011 before being taught by using ARALISH Contrastive analysis is categorized as sufficient, but it surprised the researcher because they were trained English four times a week. Only several students could get good result in pre-test, but most of them got a dissatisfying result. The highest score is 92.5 and the lowest score is 40. The score of mean and standard deviation before being taught by using ARALISH Contrastive Analysis are 65.72 and 13.28. Their result is categorized as sufficient. Then the researchers tried to give them ARALISH Contrastive Analysis.

It could happen because they were not interested in learning English. The students prefer learning Arabic because they feel and think that Arabic, moreover Arabic grammar is easier.

After being taught by using ARALISH Contrastive Analysis, the grammar mastery of LBA students of MA NU TBS increased well. Their result of English grammar post test showed that their English grammar mastery improved. The best score of LBA students of MA NU TBS after being taught by using ARALISH Contrastive Analysis is 100 and the lowest score is 42.5. The mean score is 73.36 and the standard

deviation is 11.61. More than 50% of them get good score and their result is categorized as good.

It could happen because they knew that actually English and Arabic grammar have many similarities, so they can easily English grammar after having four times treatment.

By seeing those results of the English grammar mastery of LBA students of MA NU TBS between before and after being taught by using ARALISH Contrastive Analysis in Academic year 2010/2011, the researcher found that there is significant difference of English grammar mastery of LBA students of MA NU TBS before and after being taught by using ARALISH Contrastive Analysis. ($t\text{-table} = 2.05 < t\text{-observation} = 3.93$)

Significant Difference of the LBA MA NU Students' Pronunciation Mastery before and after being Taught by Using ARALISH CA in Academic Year 2010/2011

After the researcher did his experiment and conducted hypothesis testing for his experiment, it showed that the Alternative hypothesis is confirmed. The statement is based on the t-test computation (t_o) = 4.32 on the level of significance 5% from the degree of freedom (D_b) 29 $t\text{-table} = 2.05$. So that it is obviously seem that (t_o) > than (T_t). Null hypothesis (H_o) states that there is no significant difference of the English pronunciation mastery of LBA students of MA NU TBS Kudus in academic year 2010/2011 before and after taught by using ARALISH contrastive analysis is rejected.

It can be concluded that the English pronunciation mastery of LBA students of MA NU TBS Kudus after being taught by using ARALISH Contrastive Analysis is better than before being taught by using ARALISH Contrastive Analysis. It means that there is any significant difference of English pronunciation mastery of LBA students of MA NU TBS Kudus in academic year 2010/2011 before and after being taught by using ARALISH Contrastive Analysis.

However, frankly speaking the researchers still found problems in improving the English vocabulary to the students of LBA. One of the problem raised to appear was that there were some students had effected to improve their English pronunciation by Using ARALISH, but they still pronounce wrong in another term of ARALISH. Such as when the students pronounce the word "method". In one case they had been correct in pronouncing "metsh like when the say" ث in Arabic. But they end the sound of the word incorrectly by saying "tsod" instead of "tsed". The effectiveness of ARALISH being used as the strategy to to teach pronunciation perhaps influenced by the new enthusiasm of the LBA students after they know that there are so many similarities of English sound with the Arabic they have been so familiar with.

This is something new for the students of LBA MA NU TBS Kudus in learning English language than the ordinary teaching techniques done by their English teacher. They regularly relying too much on the text book student's worksheet (*Lembar Kerja Siswa*) to improve their English, especially their writing skill. It sometimes makes the

students boring and do not trigger their curiosity to explore the language more than just the knowledge, but do them in practice too.

The mastery of pronunciation is very important to be improved because when people speak with correct pronunciation, the listener will be able to catch his/her messages clearly without making any useless repetition. Incorrect pronunciations lead to misunderstanding in the communication. By knowing the similarity of Arabic and English speech sounds, the researcher hopes the student will get more interest and enthusiasm to learn them both. The similarities make the strange become familiar and the boring become fun. Further, it enables the students to improve their English pronunciation by analysing the phonetic symbol to contrast the sound with another language's speech sounds.

Since the limitation of this research, so that the researcher can not serve all. It is proven then the teachers of English especially to those who teach in Islamic education institution or in *pondok pesantren*, it requires the ability of contrasting the English words speech sounds with the basic Arabic they have known very well to make rapid change in learning. It is like the learning revolution with the new technique or strategy.

Contrastive analysis is very important to help the student improve their English pronunciation mastery, so that the teacher needs to have an ability to contrast the similarities owned by one language with another ones. It is in accordance with the statement of Lindsay and Knight (2006) they state, the teacher's job is help learners to learn. This teaching strategy has been practiced successfully and the students were able to learn pronunciation easily. This technique or strategy will be appropriate to teach English pronunciation in Islamic school where the students have the ability in reading Arabic language and they have an ability to recite Koran (Holy Qur'an) correctly.

Significant Difference of the LBA MA NU Students' Morphology Mastery before and after being Taught by Using ARALISH CA in Academic Year 2010/2011

The English morphology mastery of LBA students of MA NU TBS in academic year 2010/2011 before being taught by using ARALISH Contrastive analysis is categorized as sufficient. The highest score is 75 and the lowest score is 35. The score of mean is 56,82 and standard deviation is 11,34 before being taught by using ARALISH Contrastive Analysis. As the researchers discuss in the previous sub chapter, the students of LBA have good skills and abilities in English but mostly still have low motivation to learn deeper about morphology. This is because they regard that Arabic is easier than English, and in learning process they concentrate in the grammar because they think that grammar is the most important in English. Grammar is important to compose good structured sentences. However, morphology may not be ignored because it will enrich the vocabulary and makes the sentences become meaningful. Facing the problem of the students whose prior Arabic and English morphology are poor, the researchers think that it is a good idea to combine those languages into one strategy of teaching. This strategy has a purpose to interest the students and to motivate them to

learn more morphology, and then apply the morphology process to their daily life. So, the researchers use ARALISH Contrastive Analysis as the teaching strategy to teach morphology mastery to LBA MA NU TBS Kudus students in academic year 2010/2011.

After being taught by using ARALISH Contrastive Analysis, the English morphology mastery of LBA students of MA NU TBS shows some improvement. The highest score of LBA students of MA NU TBS after being taught by using ARALISH Contrastive Analysis is 95 and the lowest score is 37,5. The mean score is 67,7 and the standard deviation is 14,2. Their result is categorized as good. This result can be better because after having treatment, the students know more about English morphology. They become interested and stimulated to ask more about morphology processes that they can find in their daily life. The researcher also uses Maher Zain, an international nasyid singer who combines Arabic and English in his songs, to motivate the students that Arabic and English are important in life moreover in this globalization era. By having good motivation at first, the students can follow the treatment well and get the new words through morphology processes. Not only they get better result in post test, but also they have opened their eye to see that English also has same importance as Arabic.

By seeing the results of the English morphology mastery of LBA students of MA NU TBS between before and after being taught by using ARALISH Contrastive Analysis in Academic year 2010/2011, the researcher found that there is a significant difference of English morphology mastery of LBA students of MA NU TBS before and after being taught by using ARALISH Contrastive Analysis. ($t\text{-table} = 2,05 < t\text{-observation} = 3,02$).

CONCLUSION

ARALISH Contrastive Analysis is an effective strategy to help the students of LBA MA NU TBS in academic year 2010/2011 in improving their English achievement. It is proved after getting the statement of the problems answers as follows:

1. The LBA MA NU TBS Kudus students' English achievement of before being taught by using ARALISH Contrastive Analysis in academic year 2010/2011 is categorized as sufficient. (Mean of grammar mastery = 65,72, mean of pronunciation mastery = 62,78, and mean of morphology mastery = 56,82)
2. The LBA MA NU TBS Kudus students' English achievement of after being taught by using ARALISH Contrastive Analysis in academic year 2010/2011 is categorized as good for grammar and pronunciation mastery and sufficient for morphology mastery. (Mean of grammar mastery = 73,36, mean of pronunciation mastery = 85,25, and mean of morphology mastery = 67,7).
3. There is significant difference of The LBA MA NU TBS Kudus students' English achievement of before being taught by using ARALISH Contrastive Analysis in academic year 2010/2011 (for **grammar mastery** the level of significance is 5% and the degree of freedom is 28 ($t\text{-table} = 2.05 < t\text{-observation} = 3.93$); for **pronunciation mastery** the level of significance is 5%, and the degree of freedom

is 29 ($t\text{-table} = 2,05 < t\text{-observation} = 5,03$); and for **morphology mastery** level of significance 5% and degree of freedom 28. ($t\text{-table} = 2,05 < t\text{-observation} = 3,02$)

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