CHAPTER I
INTRODUCTION

Every scientific discussion must have the first part which introduces the main points. In this part, I firstly would like to present: the introduction of the research as the first stages of the whole this scientific writing. In the introduction, I would expose: background of the research, formulation of the problem, objectives of the research, and would be ended by significance of the research.

A. Background of the Research

Based on my informal observation, MA Qudsiyyah Kudus is one of Islamic senior high schools which have English subject. However, the teachers use Arabic in learning process more than English. It means that, Arabic is mostly used in every subject while English is only taught in one meeting in a week. Then, I have my own experience when I was as a student in the school. From my experience, students in MA Qudsiyyah Kudus have difficulties in understanding English. They also have low interest in studying English. It is because MA Qudsiyyah has more subjects than other senior high schools and the subjects are mostly delivered in Arabic. While in other senior high school English is taught minimally in two meetings a week, in MA Qudsiyyah Kudus it is only taught in one meeting a week because there are so many subjects which must be taught. Because Arabic is mostly used in every subject that the students are more interested in it and understand it easier.
Students in MA Qudsiyyah Kudus have different problems from students of other senior high schools. The difference is the period in studying English only once a week. It is also supported by an interview given to the English teacher and the result of questionnaires given to the students. They are in the XID class of MA Qudsiyyah Kudus. The class is different from the others because the whole students stay in Qudsiyyah boarding school, Ma’had Qudsiyyah Kudus. There, they have so many schedules which are ngaji, bahtsul-masail, studying Arabic, etc., and mostly the activities use Arabic. The students study more about Arabic at school and in Ma’had either. The questionnaire result shows that 15.4% of 26 students said that English grammar is “very difficult”. Then, 73.1% of the students said that English grammar is “difficult”. In the opposite, 69.2% of the students said that Arabic grammar is “easy” and 3.8% students said that Arabic grammar is “very easy”. The result means that the students can master Arabic better and easier than English. Besides, when the students were asked “Can the similarities and the differences between Arabic and English help you understand present and past tenses easier when you compare them?” 23.1% of them answered “always”, 38.5% answered “often” and 38.5% answered “sometimes”. It means that the students try to compare English to Arabic to help them make English easier to understand.

Hartoyo (2006:11) states that a need for a sufficient knowledge of grammar to support communicative skills, both oral and written, is strongly perceived by the students. Every language must have grammar in a different name, such as tata bahasa in Indonesian, Nahwu in Arabic and grammar in
English. The grammars of languages have different characteristics to one another. However, they also have similarities in the forms or the usage. For example: the kinds of the words, the times of using the forms, and the usage of the forms. Then, I gave a pre-test to the students.

Based on a pre-test which has been conducted by me, the students of MA Qudsiyyah have difficulties in mastering English grammar. The students are tested by doing a pre-test using present and past tenses. The tenses are used in the texts taught to the students. I give the students a cloze test to know how the students’ ability in using present and past tenses. From the pre-test result, it shows that the students still cannot use the forms of present and past well. It is shown by the data that the mean of the students’ pre-test result is only 43.5. The forms tested in the pre-test are nominal and verbal sentence, positive, negative and interrogative, and active or passive form of present and past tenses. Most of them cannot change the infinitive into past form, past participle or present participle. It is generally thought to be a set of rules for choosing words and putting words together to make sense, Chang (2010). Then, grammar mastery is understanding the structure or system of particular language, in this case is understanding the forms and the uses of simple present and simple past tenses; nominal and verbal sentence patterns in positive, negative and interrogative forms and the passive forms. Rao (2009) states that some of reading skills is recognizing the grammatical word classes, detecting sentence constituents and Recognize basic syntactic patterns.
The problems faced by the students are caused by the students’ grammar understanding, the teacher’s explanation and by the students’ interest in studying English grammar. The students are not interested in studying English grammar like studying Arabic grammar. The students did not pay attention to the teacher during the learning process. It is because Arabic is used mostly to deliver the subjects in MA Qudsiyyah Kudus. They still think that Arabic is more important than English because it is also used in Holy Qur’an. Besides, English is only taught in one meeting in a week. Falah (2011) says that the goal of teaching cannot be reach when the students are not interested in it.

From the reason above, the students like to study Arabic and they feel that Arabic grammar is easier than English grammar. Because of that, I would like to help the students understand English grammar as well as they understand Arabic grammar. I use Arabic grammar to help the students master English grammar by contrasting them. He uses the differences and the similarities of them to make the students use their Arabic grammar mastery to understand and master English grammar easier, especially in mastering present and past tenses. The students’ grammar mastery will be used to understand text types so that they can also understand the content of the texts well. From this reason, I would like to help the students in mastering English grammar easier by using Aralish contrastive analysis and I want to conduct the research in MA Qudsiyyah Kudus. To know the improvement and the goal of this research, the students will be tested about the use of present and past tenses in a type of text.
Based on the previous study by Al Jurfa (1990), Arabic and English have some similarities in many aspects, in grammar, morphology, and pronunciation. In Arabic, there are also past and present forms like in English and many other similarities from both. Falah (2011) states that Aralish contrastive analysis is effective to teach English grammar to the students of MA NU TBS 2010/2011. By using Aralish contrastive analysis, I can help the students of MA Qudsiyyah Kudus in the academic year of 2013-2014 improve their English grammar mastery.

This research is a collaborative classroom action research. Suhardjono (2012: 57) states that Classroom Action Research is a research which is conducted by a teacher, with a colleague. It means that I would not conduct this research individually but I was helped by a collaborator. The research focuses on the students’ grammar mastery.

**B. Formulation of the Problem**

After being identified in the background of the research, the problems of the research can be formulated as follows:

1. Can Aralish Contrastive Analysis improve the English grammar mastery of the eleventh grade students of MA Qudsiyyah Kudus in the Academic year of 2013-2014?

2. Can Aralish Contrastive Analysis improve the learning activities of the eleventh grade students of MA Qudsiyyah Kudus in the Academic year of 2013-2014?
3. What are the strengths and the weaknesses of using Aralish Contrastive Analysis to improve the students’ English grammar mastery in the eleventh grade of MA Qudsiyyah Kudus in the Academic year of 2013-2014?

C. Objective of the Research

Based on statements of the problem, the objectives of research are as follows:

1. To find out whether Aralish Contrastive Analysis can improve the English grammar mastery of the eleventh grade students of MA Qudsiyyah Kudus in the Academic year of 2013-2014.

2. To find out whether Aralish Contrastive Analysis can improve the learning activities of the eleventh grade students of MA Qudsiyyah Kudus in the Academic year of 2013-2014.

3. To find out the strengths and the weaknesses of Aralish Contrastive Analysis in improving the students’ English grammar mastery in the eleventh grade of MA Qudsiyyah Kudus in the Academic year of 2013-2014.

D. Significance of the Research

Hopefully the result of this research will be useful to develop English teaching and learning, especially in grammar mastery of English. Then, it can give a great significance to:
1. The Students

The result of this research will give knowledge to the students about how to use Aralish contrastive analysis in studying grammar. It can help the students improve their English grammar mastery easier by applying it as the students of madrasah having Arabic. They can understand English grammar easier through their Arabic grammar understanding.

2. The Teacher

The teacher has an important role to improve students’ English grammar mastery in teaching and learning process. The result of this research is expected as the teaching model of teaching English grammar especially the teachers of madrasah having Arabic. The teacher can use the students’ Arabic grammar understanding to teach the students English grammar.

3. The Reader

By reading this research result, the reader will get more information and model about how to teach or learn English grammar easier by using Aralish contrastive analysis. It can be applied especially by someone who masters Arabic grammar.

4. The School

This research will develop the technique and give suggestion to the school to use Aralish contrastive analysis as a technique of teaching which is interesting and easy to use. Aralish contrastive analysis is a suitable technique to teach the students English grammar in the school.
5. The writer

The result of this research will add his comprehension, knowledge and experience in applying the technique in teaching English grammar.