

HELPING STUDENTS OF ARABIC DEPARTMENT OR PESANTREN LEARN THE ENGLISH DERIVATION

Handoko

Email: hokondok@yahoo.com

STAI Ma'had Aly Al-Hikam Malang

Alamat Korespondensi: Arga Park kav. 4 Jalan Nusa Indah Atas, Malang 65141

Abstract: Presenting the comparative description of English derivation and Arabic derivatives, this paper is intentionally purposed to help students to understand the English derivation. Most of students, especially the students of Arabic department or students who are familiar with Arabic as they have learned before, regard that English language is difficult to learn. To solve this problem, the writer provides a comparative study by using Arabic as another language that he knows. This paper constitutes an exploratory study of derivatives in both English and Arabic, provides procedures in teaching English derivation to the students who have basic knowledge in Arabic, and then gives reflection and conclusion..

Keywords: students of Arabic department, English derivation, Arabic derivatives

HEADING 1

A process whereby the addition of affixes, chiefly prefixes and suffixes in English, to base forms results in the creation of new words, derivation. Compare to Arabic derivatives, English derivation has some similarities in inflection affix that can be found in Arabic. Through this comparison, students of non-English department, Arabic one are expected to be easier learning the English derivation.

DERIVATION COMPARISON IN USE

Victoria Fromkin in the book: *An Introduction to Language* (1974, p. 121) asserted that derivation is the forming of new words by combining derivational affixes or bound bases with existing words.

Affixation is viewed as a process of producing a new meaning or making grammatical contrast by modifying a base. O'Grady and Dobrovolsky (1992, p.121) state that linguist break affixes into three types. The first one is called prefix in which an affix is attached to the the front of its base such as *re-* in *reread*, *un-* in *unkind*, and *dis-* in *dissappear*. The second one is known as suffix in which an

affix is added to the end of its base such as *-ish* in *foolish*, *-ly* in *badly*, and *-ment* in *payment*. The last type is infix which occurs within a base. Prefix and suffix commonly occur in English and Arabic while infix can be found not only in Philippine language, Tagalog and Indonesian but also Arabic.

The most common word formation process to be found in the production of the new Arabic word whose process is called derivation. In Arabic, the part that concerns and talks about the change of word form in forming the new word is called *عَلْمُ الصَّرْفِ* or *عَلْمُ التَّصْرِيفِ*. Muhammad Ma'sum Ibnu Ali (1965, p. 141) in his book entitled *Al-Amsilah al-Tashrifiah* described the Arabic derivatives and classified it into two big different process as it is seen from the source of being word (*tashrif al-isthilahi*) and *tashrif al-lughowi* in which the new word is created because of *dhamir* (subjective pronoun).

A part form any different point of view of word source: verb (*fi'il*) or noun (*masdar*), Arabic derivatives are form one word develops into 11 kinds of words come along with 14 pronouns constituting an important role in Arabic derivatives. But certain words

such as *fi'il al-amr* (command verb), *fi'il al-nahyi* (prohibition verb) have only six pronouns. The fourteen pronouns make similar form toward their forming the new words. It is more comprehensive word interrelatedness than English which has 13 derivational affixes consist of 9 suffixes and 4 prefixes with 7 pronouns only.

Based on the etymology and its derivation process, the Arabic derivatives probably described as:

Mujarrod, the source of its word means "naked" which shows the condition that is still pure and has not got any change of affixation. In one thing it seems like "original word or free morpheme" according to English structure even though it is not exactly the same.

Mazidah, is the word in which the composition of its letter is not original anymore. It is caused by the additional of the letter inserting in the beginning or in the middle of that word.

In contrast of English derivational affixes which are English derivational patterns and their suffixes and prefix stated above, Arabic derivational affixes with its letters *huruf al-hijāyah*, which can be used to change the word *mujarradah* into *mazidah* are *و، ن، س، ت، أ* and multiply the certain letter with *harakat syaddah* (َ).

The use of those letters are divided into two, used alone (only one letter) such as *أَجَلَسَ* in the form of *أَفْعَلَ* and used not only one letter but more such as *إِسْتَعْفَرَ* in the form of *إِسْتَفْعَلَ*. Of course the additional letters cause the different effect to the original word in which the pattern of form change involved or even the meaning after derived into new word.

The pattern in which *kalimat al-mujarradah* (original word) is derived into *mazidah* (not original one) has fifteen forms, twelve are used in *kalimat al-mazidah* which is derived from *mujarradat al-tsulasyah* (an original word which is constructed by three letters) and three forms are used in *kalimah mazidah*, which is derived from *mujarradat al-rubaiyah* (an original word which is constructed by four letters).

In short, Arabic derivatives which are lexically inclined by the morphological process emphasize on the process of derivatives and the cause of being word form:

sources, affixes and doer action or subjective pronoun.

For example; in English structure, a word such as "work" can be changed into the new one like "worker". That word though derived from the same root "work" but has different meaning which influences the use of composing sentences. It also happens that in process of Arabic derivatives, for example: *عَمِلَ* (work) derives into a new word *عَامِلٌ* (worker).

The cause which has an important role informing the new word is affixes. There are same certain Arabic alphabet with the way of their own and differentiate whether it is transitive or not such as *جَلَسَ* (sit down) derives into *جَالَسَ* (make it to sit) and *مجلس* (seat) and so on.

The other reason why a word can derive into a new one is because the different doer action or number of persons (singular or plural) that are implied in the word, like *جَلَسَ* etymologically means "sit down" and the one who sits must be third male person such as Ali. But if the subject is changed by the third female person like Fatimah, the verb *جَلَسَ* will have a new form *جَلَسَتْ*. Also in the verb *جَلَسَا* (the subject is two male persons) will derive into the form *جَلَسُوا* which indicates plural of doer action (more than two persons). This is the last part of Arabic derivatives named as *tashrif al-lughowi*, which concerns in creating the new word as the result of different subject forming (subjective pronoun).

Comparing to English derivational affixes, simple sentence is provided in Arabic with briefly explanation as follow:

Kataba al-kāthibu kitābatan bi al-maktābi 'ala al-maktabi.

wrote-the writer-writing-using tool of writing on the place of writing.

Kataba (wrote) is originally form of word which derives into *kāthibun* (writer) as *ism al-fā'il* (subject). The use of 'al' as an article which indicates definitive writer (the). *kitābatan* (writing) is *ism al-mashdar* (noun), something not definitive which can be paper, book or somewhat written instead as an object. *Al-miktābu* is *ism al-ālat* (tool) to write in which the change of end of vowel: *u-i* as the result of preposition (*harf al-jer*) *bi* (by). *Al-maktabu* is a place on where the activity of writing is conducted. It is *ism al-makān* (setting of place)

which is always preposition (*harf al-jer*) 'ala (on) lies before.

Unlike verb-to-noun (concrete) as in the word writer: *write* → *writer* with suffix 'er', *kāthibun* is derived from the second verb or past (*kataba*), which a prefix is ك , it can be seen that the change is started by separating the first letter with long vowel "a" and second letter is in vowel "i" then ended by *tanwin* of vowel "u" at the last letter. In contrast of the word writing that is intended with the process of inflection, which uses another kind of affix in order to form variants of the same word, as with *write*→*write-ing* (gerund), *kitābatan* is *ism al-mashdar* (noun); the word كَتَبَ changes into كِتَابٌ by starting the vowel "i: at the beginning letter is followed by separated second letter with long vowel "a" and ended by *tanwin* of vowel "u" at the last letter. As an object, it ends with *fathatain*. Whilst, *Al-miktābu*; the change which happens in this last new word as a product of Arabic derivatives is formed by prefix م which makes a zero vowel to the next letter followed by separated long vowel "a" and ended by *tanwin* of vowel "u" at the last letter if it is free from *harf al-jer* (preposition). In English version this kind of writing tool is ended by suffix *ing* like a place of writing, *al-maktabu* is constructed by adding the prefix م with the vowel "a" makes a zero vowel to the next letter followed by vowel "a" at the third letter and ended by *tanwin* of vowel "u" at the last letter (كَتَبَ - مَكْتَبٌ)

TEACHING PROCEDURES

Pre-Teaching

1. Ask the students to give examples of Arabic derivatives which derivational affixes are used to form new words such as *ism al-mashdar* (noun), *ism al-fā'il* (subject), *ism al-ālat* (tool), and *ism al-makān* (setting of place) in simple statements. After the students write the examples, the teacher can do the activities as follows:

Whilst-Teaching

2. Analyze students' work and then explain about derivational affixes which consist of 4 prefixes and 9 suffixes. In this phase, the teacher compares English derivation and Arabic derivatives.
3. Divide students into some groups and then discuss the derivational affixes elements

between English derivation and Arabic derivatives.

4. After understanding the derivational affixes, ask the students to find the similarities and differences of two languages as derivative elements comparison.
5. Ask the students to write derivational affixes: prefix and suffix in simple statements based on their sentences at the beginning assignments as a comparative study.
6. Ask each of groups to present their work and the other groups give comments or questions.

Post-Teaching

7. Give feedback to the students.

REFLECTION

In his *Synthesis in Language Teaching*, Hammary (1982) in *Teaching English with Insights from Linguistic* (2009, p. 59) stated that to love second language teaching or learning, it is necessary to try various teaching techniques with the hope that something will work. Since teaching a second language to students in different department remains a great challenge, it requires not only courageous, well-determined, and committed teachers but also creative and innovative teaching techniques (Hussin, Maarof, et al. Paper for *The Millennium MICELT 2000, 3rd Malaysia International Conference for English Language Teaching*, Melaka. Universiti Putra Malaysia). It is also important to select a method or technique based on any linguistic theory that the teacher is truly familiar. Teaching English derivation by providing a comparative study which uses Arabic as another language the teacher knows is intended to help students to understand the origin of English with its derivation. This technique is interesting to be applied for the beginners, especially the students of Arabic department or students of boarding school who have basic knowledge in Arabic language.

CONCLUSION

This paper has shown that a comparative description of English derivation and Arabic derivatives is one available technique to help students to learn. It is expected that by using this teaching process,

the students can understand the English derivation easily.

REFERENCE

- Ali, Muhammad Ma'sum Ibnu (1965). *Al-Amsilah al-Tashrifiah*. Semarang: Pustaka Alawiyah.
- Bawani, Imam (1978). *Tata Bahasa Arab*. Surabaya: Al-Ikhlash.
- Cahyono, Bambang Yudi (2009). *Teaching English with Insights from Linguistics: Helping Learners Learn English Be As A Copulative Elements*. ed.. State University of Malang Press.
- Crystal, David (1999). *The Penguin Dictionary of Language*. England: Penguin Books.
- Fromkin, Victoria (1974). *An Introduction to Language*. LA: University of California.
- Hammerly, H (1982). *Syntesis in Language Teaching: An Introduction to Linguistics*. Blaine, WA: Second Language Publications.
- Hussin, Supyan, Nooreiny Maarof, and J. V. D'Cruz. (2000). *Sustaining an Interest in Learning English and Increasing the Motivation to Learn English: An Enrichment Program*. Paper for The Millennium MICELT 2000, 3rd Malaysia International Conference for English Language Teaching, Melaka. Universiti Putra Malaysia. <http://iteslj.org/Techniques/Hussin-Motivation/>
- O'Grady, W., & Dobrovolsky, M. (1992). *Contemporary Linguistic Analysis*. Toronto: Copp Clark Company.